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ABSTRACT

GRADES OR AGES: Grades K-7. SUBJECT MATTER: Elementary school economics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has a preliminary chapter on economic understandings and a chapter for each grade. Each chapter has eight subdivisions: 1) natural resources, 2) human resources; 3) production of goods and services, 4) distribution of goods and services, 5) consumption of goods and utilization of services, 6) money, 7) taxes, and 8) free enterprise economy. The material is presented in three columns--economic understanding, suggested learning experiences, and suggested resources. The guide is printed and perfect bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed for each grade in the economic understanding column. Detailed activities are included in the column for suggested learning experiences. INSTRUCTIONAL MATERIALS: Details of books, films, other materials, and resource persons are given in the column on suggested resources. There is also a short bibliography of professional books for the teacher. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

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ELEMENTARY SCHOOL ECONOMICS

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A GUIDE FOR TEACHERS

(Revised)

AUGUST 1967

STATE DEPARTMENT OF EDUCATION
ELEMENTARY EDUCATION SERVICE
RICHMOND, VIRGINIA 23216

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FOREWORD

This bulletin has been prepared to assist public school personnel in giving greater instructional emphasis to basic economics in the elementary schools. It brings together within the confines of one volume guidelines with respect to elementary school economics. The content is designed to enable elementary teachers to incorporate economic understandings in the various areas of the school curriculum at each grade level. It is not intended that economics be taught as a separate subject in the elementary school.

Appreciation is expressed to the Committee on Economic Education consisting of the following individuals who prepared this Guide.

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Finally, appreciation is hereby expressed to those classroom teachers who tried out the original material and offered many helpful ideas for consideration in the development of this bulletin.

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INTRODUCTION

Historical Foundations of Free Enterprise in America

In Section 1 of the Virginia Bill of Rights quoted above, George Mason recognized that "... men are by nature equally free and independent and have certain inherent rights, ..." and that these cannot be forfeited, thereby depriving posterity of "... the enjoyment of life and liberty, with the means of acquiring and possessing property, ..."

Section 11 of Article I, the Bill of Rights, of the Constitution of Virginia asserts "... no person shall be deprived of his property without due process of law; ..." The entire document, one of the greatest on freedom ever penned by man, gives emphasis to freedoms that are the heritage of men in a free society. The dignity of the individual is given preeminence and it is stated that government is, or ought to be, instituted for the common good, the protection and security of the people, the nation, and the community. The acceptance of the Bill of Rights by the founders of the nation was the basis for the philosophy of free enterprise on which the American economy is built.

Economics in the Elementary School Curriculum

The secondary schools of Virginia have had for many years courses in economics. In the elementary school economic education runs as a major thread through all areas of the curriculum. Economics understanding is developed through existing courses in geography, history, government, health, and mathematics. For example, understanding that money is a convenient medium of exchange develops as children study history of early civilizations, read stories involving barter in pioneer days in the United States, and work mathematics problems dealing with money and banking. Understanding that wise use of resources is an individual and group responsibility grows as children learn to care for personal and public property, study use made of resources in other countries, and discuss laws enacted to protect natural and human resources in this country.

Scope of Economics in the Elementary School

It is recognized by teachers, school supervisors, and administrators that economics education is an important area of learning at the elementary school level. It involves the development of understanding of how people meet basic needs through the use of natural resources in the production, distribution, exchange and consumption of goods and services. It emphasizes the conservation and wise use of natural resources; respect for the ownership of property; the value and use of money; the role of banking and credit; and the relationship of government to the economic affairs of individuals and the nation. Emphasis has always been given, in varying degrees of intensity, to economic education in the elementary school. The influence of climate and natural resources on the economic well-being of a country, the necessity for protection of human life and energy, and the importance of the wise use of money are basic curriculum concerns.

Intuitive Understanding as the Basis for Further Learning in Economics

Children enter school with some knowledge of the many kinds of work that people do, of the need for food, clothing and shelter, of the importance of money, and of the dependence of people upon each other. Teachers build on this background of experience to deepen and broaden understanding of basic economic concepts. Local industries, conservation efforts, provisions for health and safety, transportation systems and budgets provide realistic content for economics education in the early elementary school years.

Organization of Material in the Guide

"Elementary School Economics, a Guide for Teachers," represents an attempt to focus greater attention upon aspects of economics already a part of the elementary school program. A unique feature of the Guide is that it brings together appropriate broad statements of *Economic Understandings* to assist the elementary teacher in planning developmental learning experiences in economics. These understandings provide the basis for organizing everyday experiences and subject area content in such a way that children develop knowledge of our free economy. These broad understandings are restated in the left-hand column at each grade level in the Guide in order that activities may be planned to relate to the maturity of children and to provide broadened and extended experience as children progress through the elementary school.

Also included in the Guide are *Suggested Learning Experiences* to aid teachers in making initial plans for classroom activities with greater depth. It can be noted as this section of the Guide is examined grade by grade that effort has been made to suggest experiences that should deepen and broaden understanding of basic ideas. Building on knowledge gained from home and community sources, teachers may plan in grade four around content dealing with the State of Virginia, past and present. In grade five, plans may broaden to involve both past and present economic conditions in the United States. In grade six, factors affecting the economy of other countries of the world may provide basis for planning. In grade seven, plans may focus on the relationship of the economy of Virginia to the rest of the world. This section of the Guide should help teachers see relationships between economics and other subject area.

Suggested Resources for teacher and pupil use are listed in the Guide parallel with Suggested Learning Experiences at each grade level. This section is included to suggest types of resources that might prove helpful. Books, films, filmstrips and recordings listed are those approved for purchase through the State-Aid Library Plan or available through State and regional film libraries. Teachers will be aware of additional materials which may be secured from other sources.

AREA I—NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings

THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.

Man depends upon natural resources for his basic needs: food, clothing and shelter.
The kind of work people do is determined by the availability of materials supplied by nature.
Natural resources can influence the population of an area.
Wise use of natural resources is an individual and group responsibility.

NATURAL RESOURCES SHOULD BE CONSERVED.

Natural resources can become exhausted.
Natural resources may be damaged or destroyed by man or the forces of nature.
Conservation of natural resources is a responsibility of man.
Some natural resources are protected by laws.

NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.

Natural resources, climate and other geographical factors influence kinds of foods produced.
Climate and other geographical factors influence kinds of clothes worn.
Natural resources, climate and other geographical factors influence kinds of shelter provided.
Natural resources, climate and other geographical factors influence work that people do.
The beauty and orderliness of nature contribute to the economy of an area.

AREA II—HUMAN RESOURCES

PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.

People have innate ability to improve themselves and their environment.
The varying abilities which people possess are needed to improve living.
People adapt and develop natural resources to improve living.

HUMAN RESOURCES SHOULD BE CONSERVED.

Protection and preservation of health are necessary for conservation of human resources.
The wise use of work time and leisure time is important to the well-being of individuals.
Intelligent choice of work enables each individual to make the best use of time, effort and ability.
Regulations and laws help protect people.
People conserve effort by pooling human resources and dividing labor.

EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.

Each person has responsibility for developing and using his abilities to contribute to community life.
Each person has responsibility for care of personal and community property.

THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.

Human resources are developed through freedom to use individual initiative.
Man's welfare is determined by application of knowledge and skill in using natural resources.
Every individual has responsibility for contributing to the well-being of others.

AREA II—HUMAN RESOURCES (Continued)

Economic Understandings

PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.

Individuals, communities, regions and nations are economically interdependent.
Achievements of the past improve ways of living in the present and in the future.

AREA III—PRODUCTION OF GOODS AND SERVICES

PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.

Wealth is often measured in terms of goods produced.
Nature of goods produced and services rendered is determined by needs and wants of people.
Greater productivity results in a higher standard of living.

LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.

All honest labor is dignified and respectable.
Division of labor or specialization increases production.
The nature of work changes over periods of time and with advances in technology.

PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.

Producers constantly search for more effective ways to use natural resources.
Areas of production frequently develop near locations of natural resources.

CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.

Capital for production is provided by individuals through savings invested in companies and institutions.
Capital purchases facilities for production.
Profit from production pays salaries of workers.
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.

MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.

Management has the responsibility for making decisions which affect production.
Labor and management have responsibility to each other and to the public for maintaining production.

SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.

New and improved products are developed by government and industry through science and research.
Mass production makes it possible for people to enjoy more goods at lower costs.
Automated techniques release man power for other production or leisure activities.
Increased leisure time creates the demand for new goods and services.

AREA IV—DISTRIBUTION OF GOODS AND SERVICES

DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.

Advertising creates demand for wide distribution of goods and services.
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.
Modern transportation makes possible wide distribution of goods and services.
Many means of communication facilitate distribution.

Economic Understandings

DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.

Many people act as middlemen by performing services necessary to move goods from producer to consumer.
Modern methods of distribution create new jobs and the need for additional services.

AREA V—CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.

Consumption is the motive for production.
The amount of money earned or credit available determines the individual's potential consumption of goods and services.
Consumers have freedom to choose goods and services in a free economy.

COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.

Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.

AREA VI—MONEY

MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.

Trading or bartering is a way of exchanging goods and services without the use of money.
Money pays for goods and services that people need and want.
Money cannot buy everything that people need and want.

MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.

Money has value in terms of goods purchased and services performed.
Money is made of paper or metal for convenience.
Money is legal tender when it is guaranteed by the government.
Each metal coin and paper bill has a definite name and value.
A check or money order may be used in place of money in purchasing goods and services.
Money values change over periods of time and in different countries.

MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.

The amount of money received varies according to skill and quality of work performed.
All work requires education or training for skill development.
Work requiring more education or greater skill development usually provides higher income.

A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.

Budgeting apportions family income to meet needs, wants and emergencies.
Budgeting money can help families and governments to live within incomes.
Savings should be a part of every family budget.
Money earned and saved helps to provide financial security.

Economic Understandings

WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.

Money is spent more wisely when the value of products and services is known.
Quantity and quality are factors which determine cost of a product or service.

BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.

Banks are safe places to keep money.
Banks pay interest for use of money.
Interest is paid to banks for use of money.
Banks provide varied services.

AREA VII—TAXES

A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.

Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.
Taxes are necessary to support county, city, state and federal governments.
Payment of taxes to support government is a responsibility of all people.
People benefit from taxes paid.

TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.

Such facilities as schools, highways and parks belong to all citizens.
Protection and care of public property help to save tax money to provide more and better services and facilities.

AREA VIII—FREE ENTERPRISE ECONOMY

THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.

People have the right to own property.
People have the right to exercise freedom of choice.
People compete in providing goods and services.
People have the right to make a profit.

FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.

Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.
Various groups influence the economy as common interests are expressed.

FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.

Work offers people the opportunity to earn an income which makes possible a higher standard of living.
Education and the development of skills contribute to a higher standard of living.
Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.

KINDERGARTEN

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.		
Man depends upon natural resources for his basic needs: food, clothing and shelter.	Constructing houses and modeling items of food and furniture	Art materials
	Making flannel board displays of foods people eat	Flannel board
	Dramatizing the story of the Three Little Pigs	BOOKS: Stobbs: *The Three Little Pigs,* McGraw, c1965
	Discussing materials used in building houses	Miles: *A House For Everyone,* Knopf, c1958
	Discussing materials of which clothing is made	Doll clothes and children's clothing
	Learning poems about clothing materials	POEMS: *Baa Baa Black Sheep* *Bye Baby Bunting*
The kind of work that people do is determined by the availability of materials supplied by nature.	Dramatizing work that parents do to show materials in the work	Parents Community people
	Displaying toys and discussing materials from which constructed	Songs about work Toys BOOKS: Greene: *I Want To Be A Farmer,* Children's Press, c1959 Greene: *I Want To Be A Fisherman,* Children's Press, c1957
Natural resources can influence the population of an area.	Sharing ideas about why people move from one place to another to find work	Community workers
	Talking about the work people do in the community	BOOK: Meeker: *How Doctors Help Us,* Benefic, c1964
Wise use of natural resources is an individual and group responsibility.	Discussing efficient use of school supplies	School supplies: pencils, paper, towels, art materials
NATURAL RESOURCES SHOULD BE CONSERVED.		
Natural resources can become exhausted.	Discussing what happens when the school or home is without water	Children's experiences

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Kindergarten

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Natural resources may be damaged or destroyed by man or the forces of nature.	Touring the neighborhood to see damage which has been caused by fire or storms	Neighborhood
	Collecting pictures of fire scenes to use in telling stories about damage	Pictures
	Sharing news stories about damage done by the forces of nature	Newspapers
Conservation of natural resources is a responsibility of man.	Caring for a terrarium and/or an acquarium	Fish, turtle, plants, snails, tadpole
	Discussing the care of grass on the school ground	School ground Grass Soil
Some natural resources are protected by laws.	Talking about rules for burning brush or trash	Local fire warden
NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.		
Natural resources, climate and other geographical factors influence kinds of foods produced.	Discussing pictures and films of foods produced in various climates and in different seasons	Pictures FILM: *Spring Is An Adventure,* Coronet, 1954
Climate and other geographical factors influence kinds of clothes worn.	Dressing dolls for various seasons	Doll clothes
	Drawing picture calendars to show kinds of clothing worn for different weather	Art materials
Natural resources, climate and other geographical factors influence kinds of shelter provided.	Collecting pictures and building stories about different kinds of homes	Pictures Magazines Experience charts
Natural resources, climate and other geographical factors influence work that people do.	Making a picture book of kinds of work that people do	Pictures and drawings
	Discussing filmstrips on work that people do	FILMSTRIP: *People At Work,* Capitol Film and Radio Co., Inc., 1954
The beauty and orderliness of nature contribute to the economy of an area.	Touring the neighborhood and telling stories about beauty and orderliness observed on the tour	Neighborhood Experience charts Pictures

HUMAN RESOURCES

Kindergarten

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.		
People have innate ability to improve themselves and their environment.	Discussing films which show how children can learn to accept responsibility	FILMS: *Beginning Responsibility: Taking Care of Things,* Coronet, 1951 *Beginning Responsibility: Doing Things for Ourselves in School,* Coronet, 1964 *Beginning Responsibility: Books and Their Care,* Coronet, 1958
The varying abilities which people possess are needed to improve living.	Reading picture books about kinds of work which different people can do	Picture books
People adapt and develop natural resources to improve living.	Taking walks to see growing trees and lumber being used in building a home	Neighborhood
HUMAN RESOURCES SHOULD BE CONSERVED.		
Protection and preservation of health are necessary for conservation of human resources.	Discussing good food for snack time	Samples of food
	Demonstrating proper care of teeth	Nurse Dentist Toothbrush Model of teeth
The wise use of work time and leisure time is important to the well-being of individuals.	Singing songs about work and rest time	Song books
	Selecting materials for independent activities	Picture books Art supplies Toys Materials
Intelligent choice of work enables each individual to make the best use of time, effort and ability.	Singing and dramatizing songs about work	Song books
	Planning the day's activities	Children's experiences
	Developing an experience chart of work and wise use of time	Experience charts
Regulations and laws help protect people.	Inviting safety patrol to discuss regulations which protect children	Safety patrol
People conserve effort by pooling human resources and dividing labor.	Planning ways to divide work involved in daily classroom chores	Classroom

HUMAN RESOURCES

Kindergarten

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.		
Each person has responsibility for developing and using his abilities to contribute to community life.	Putting away toys and equipment after work and play	Materials
	Learning poems, jingles and songs about community life	Poems and songs
Each person has responsibility for care of personal and community property.	Discussing films that develop responsibility for care of personal and community property	FILMS: *Beginning Responsibility: Other People's Things,* Coronet, 1953 *Beginning Responsibility: Rules at School,* Coronet, 1965
	Keeping personal property in lockers and individual spaces	Lockers Individual spaces
THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.		
Human resources are developed through freedom to use individual initiative.	Developing a helpers' chart to encourage children to exercise initiative in tasks about the classroom	Charts Arts materials
Man's welfare is determined by application of knowledge and skill in using natural resources.	Displaying pictures, objects, models, and specimens showing uses made of natural resources	Pictures Objects, models and specimens
Every individual has responsibility for contributing to the well-being of others.	Building experience charts to show how members of the family help each other	Experience charts BOOK: Provus: *How Families Live Together,* Benefic, c1963
PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.		
Individuals, communities, regions and nations are economically interdependent.	Inviting a milkman to discuss how this business depends on others	Milkman
	Listening to stories about interdependence	BOOK: Darby: *Skippy The Skunk,* Benefic, c1963
Achievements of the past improve ways of living in the present and in the future.	Discussing the wheel and how it has helped man	A wheel Pictures of wheels in use

PRODUCTION OF GOODS AND SERVICES

Kindergarten

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.		
Wealth is often measured in terms of goods produced.	Listening to stories about production of goods	BOOK: Meshover: *You Visit A Dairy, Clothing Factory,* Benefic, c1965
	Buying and selling products in a play store	Play store
Nature of goods produced and services rendered is determined by needs and wants of people.	Visiting the bakery to see bread made	Bakery
Greater productivity results in a higher standard of living.	Listening to the story, The Shoemaker and the Elves	BOOK: Adams: *The Shoemaker and the Elves,* Scribner, c1960
LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.		
All honest labor is dignified and respectable.	Using interpretive rhythms and telling stories which show respect for work well done	RECORDINGS: *Rudolph The Red Nose Reindeer* *The Glow Worm*
	Displaying children's work	Children's work
Division of labor or specialization increases production.	Making chains and decorating a Christmas tree	Art materials Tree ornaments
The nature of work changes over periods of time and with advances in technology.	Discussing pictures showing old and new ways of housekeeping	Magazine pictures
	Listening to stories of ways food was obtained in the past	BOOK: Hurley: *Dan Frontier Goes Hunting,* Benefic, c1959
PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.		
Producers constantly search for more effective ways to use natural resources.		
Areas of production frequently develop near locations of natural resources.		

PRODUCTION OF GOODS AND SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.		
Capital for production is provided by individuals through savings invested in companies and institutions.		
Capital purchases facilities for production.	Engaging in role playing to show that a farmer uses money to buy land and equipment for farming	Children's experiences Farmer
	Collecting pictures of things a farmer must buy	Pictures
Profit from production pays salaries of workers.	Discussing pictures of helpers the farmer must pay	Picture books
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.	Dramatizing to show how the farmer uses money from his crops to buy a new tractor or other equipment	BOOK: Ipcar: *Ten Big Farms,* Knopf, c1959 Pictures
MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.		
Management has the responsibility for making decisions which affect production.	Talking with the principal to learn what must be done to manage a school	Principal
Labor and management have responsibility to each other and to the public for maintaining production.	Participating in role playing to show relationship between store manager and workers	Store manager
SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.		
New and improved products are developed by government and industry through science and research.	Discussing TV commercials that emphasize new or improved products	TV programs
	Preparing puppets to use in make believe TV commercials	Art materials Puppets
Mass production makes it possible for people to enjoy more goods at lower costs.	Visiting a chicken farm to see how care of chickens produces more eggs	Chicken farm
	Dividing work of cultivating a flower bed	Flower bed
Automated techniques release man power for other production or leisure activities.	Riding on a self-service elevator or escalator to see that an operator is not needed	Self-service elevator Escalator
Increased leisure time creates the demand for new goods and services.	Dramatizing to show how mother and father have more leisure time because of automation	Parents

DISTRIBUTION OF GOODS AND SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.		
Advertising creates demand for wide distribution of goods and services.	Making bulletin board diplays of advertisements of toys	Newspapers Magazines
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.	Playing with model trucks, trains, buses, terminals, shipyards, and airports	Toys BOOK: McCall: *Buttons See Things That Go,* Benefic, c1960
Modern transportation makes possible wide distribution of goods and services.	Talking and reading about how oranges and bananas which are raised in warm climates can be eaten by people all over the world	Picture books BOOK: McCall: *Buttons and the Whirlybird,* Benefic, c1960
	Discussing filmstrip about a trip to an airport	FILMSTRIP: *To An Airport,* Capitol Film and Radio Co., 1964
Many means of communication facilitate distribution.	Using the telephone to order groceries	Telephone
	Using the classroom post office when ordering goods from play store	Letters BOOK: McCall: *How We Get Our Mail,* Benefic, c1961
DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.		
Many people act as middlemen by performing services necessary to move goods from producer to consumer.	Reading picture books about truck drivers, engineers and ship captains	BOOKS: Dugan: *The Truck and Bus Book,* Golden, c1966 Kalish: *Planes, Trains, Cars and Boats,* Golden, c1963 McCall: *Bucky Button,* Benefic, c1960
	Dressing up as truck drivers, engineers and ship captains	Parents Play clothes
Modern methods of distribution create new jobs and the need for additional services.	Visiting a coin operated snack bar to see how sandwiches, cakes and drinks may be obtained from a machine which must be serviced	Coin operated machines
	Visiting a coin operated laundromat	Laundromat

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.		
Consumption is the motive for production.	Making cookies at school and talking about the number needed for the class party	Cafeteria manager
	Discussing the filmstrip about the Gingerbread Boy	FILMSTRIP: *Making Gingerbread Boys,* EMC, 1957
The amount of money earned or credit available determines the individual's potential consumption of goods and services.	Taking a trip to purchase an object with money earned	Shopping center
	Making experience charts about earning and buying	Experience charts
Consumers have freedom to choose goods and services in a free economy.	Drawing pictures or bringing favorite toys to show the variety available	Art material Toys
COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.		
Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.	Dramatizing what might happen if the Easter Bunny could find no eggs to color or Santa's helpers could find no rubber to make balls	Picture books Recordings
	Discussing why stores do not sell sleds in the summer time or wading pools in the winter	Newspaper Advertisements
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.		

MONEY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.		
Trading or bartering is a way of exchanging goods and services without the use of money.	Dramatizing such stories as Jack and the Beanstalk to show trading or bartering	STORY: *Jack and the Beanstalk*
	Using classroom happenings to point out that children trade to play with a favorite toy	Toys in classroom
Money pays for goods and services that people need and want.	Playing store and using play money to purchase supplies needed in a house	Articles for play store
Money cannot buy everything that people need and want.	Singing songs and learning poems about gifts of nature that money cannot buy	Song books Poetry collections
MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.		
Money has value in terms of goods purchased and services performed.	Comparing the price of a pencil with the price of a pair of shoes	Newspapers
Money is made of paper or metal for convenience.	Collecting pennies to show that a dollar bill is easier to handle than many pennies	Money
Money is legal tender when it is guaranteed by the government.	Composing a story to show what might happen when someone tried to buy a toy with play money	Real and play money
Each metal coin and paper bill has a definite name and value.	Identifying pennies, nickels and dimes by name	Money
A check or money order may be used in place of money in purchasing goods and services.		
Money values change over periods of time and in different countries.		
MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.		
The amount of money received varies according to skill and quality of work performed.	Discussing why the airplane pilot earns more money than a paper boy	Picture books
All work requires education or training for skill development.	Planning a play to show parents and younger children what has been learned in school	Children's work
Work requiring more education or greater skill development usually provides higher income.	Discussing the need for going to school	Children's experiences

MONEY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.		
Budgeting apportions family income to meet needs, wants and emergencies.	Making a written plan for spending money for a party	Children's experiences
Budgeting money can help families and governments to live within incomes.	Discussing how the plan helped the class to spend wisely	Written chart
Savings should be a part of every family budget.	Saving to buy a book or a recording	Money
Money earned and saved helps to provide financial security.	Using puppets to show how members of the class have earned and saved money to buy something special	Puppets and stage
WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.		
Money is spent more wisely when the value of products and services is known.	Dramatizing stories which show value of products	BOOK: Brenner: *The Five Pennies,* Random, c1964
Quantity and quality are factors which determine cost of a product or service.	Comparing cost and size of boxes of crayons	Boxes of crayons
BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.		
Banks are safe places to keep money.	Drawing pictures of different kinds of banks	Art materials
Banks pay interest for use of money. Interest is paid to banks for use of money.		
Banks provide varied services.	Discussing such services as savings accounts and payments of bills	Parents

TAXES

Kindergarten

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.		
Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.		
Taxes are necessary to support county, city, state and federal governments.	Singing songs about service people such as the postman, the fireman, the policeman	Song books BOOK: Meshover: *You Visit a Fire Station-Police Station,* Benefic, c1965
Payment of taxes to support government is a responsibility of all people.	Talking about money all people must pay to have such services as: schools, parks, highways and bridges	Pictures BOOK: Bate: *Who Built the Highway?* Scribner, c1953
	Discussing pictures of schools, parks, highways	RECORDING: Album T: *Visit to the Park,* Burns Record Co., 1967
People benefit from taxes paid.	Talking about things people use which are paid for by taxes: streets, roads, sidewalks, parks and city health services	Parents Picture books BOOK: Greene: *I Want to Be a Fireman,* Children's Press, c1958
TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.		
Such facilities as schools, highways, bridges and parks belong to all citizens.	Taking walks in parks, on school ground and in the community	BOOK: Bate: *Who Built the Bridge?* Scribner, c1954 Pictures
Protection and care of public property help to save tax money to provide more and better services and facilities.	Developing experience charts to show how to care for public property	Pictures Experience charts

FREE ENTERPRISE ECONOMY

Kindergarten

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.		
People have the right to own property.	Labeling children's property	Children's property
	Discussing respect for property of others	Children's experiences
People have the right to exercise freedom of choice.	Selecting activities, books and art materials for use in projects	Art materials
People compete in providing goods and services.		
People have the right to make a profit.		
FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.		
Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.	Taking turns when playing games or using equipment	Games
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.		
Various groups influence the economy as common interests are expressed.		
FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.		
Work offers people the opportunity to earn an income which makes possible a higher standard of living.		
Education and the development of skills contribute to a higher standard of living.		
Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.	Collecting pictures of products which improve health, safety and recreation; such as safety belts in cars	Magazine pictures
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.	Talking about use and care of credit cards	Credit cards

GRADE 1

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.		
Man depends upon natural resources for his basic needs: food, clothing and shelter.	Making a garden to show that plants we eat are dependent on soil, water, sunshine, air and care	FILM: *We Explore the Woodland,* Coronet, 1957
	Discussing and making lists of parents' occupations to show that some are engaged in making clothing, building homes or in producing foods	Parents
	Making charts, booklets, and drawings to show how clothes are made from natural resources: such as cotton, wool, synthetics	FILMSTRIPS: *Clothes and Why We Wear Them,* EBF, 1957 *What Do You Wear?* McGraw, 1955 FILMS: *Clothing,* EBF, 1957 *The Clothes We Wear,* Churchill, 1956
	Bringing in samples of building materials	Building materials
	Building model homes	Sand table displays
	Looking at picture books of homes around the world	BOOK: *A House For Everyone,* Knopf, c1958
	Listing objects in the classroom that are made from natural resources	Classroom objects
The kind of work people do is determined by the availability of materials supplied by nature.	Drawing pictures to show how families use materials supplied by nature in the work they do	FILMSTRIPS: *Haying,* EBF, 1953 *Where Food Comes From,* EBF, 1956
Natural resources can influence the population of an area.	Making lists of people in the community who make a living from the soil, from the water, in the air and inside the earth to determine major sources of community employment	BOOKS: Ipcar: *Lobsterman,* Knopf, c1962 Greene: *I Want To Be A Pilot,* Children's Press, c1957 Greene: *I Want To Be a Coal Miner,* Children's Press, c1957 Greene: *I Want To Be A Fisherman,* Children's Press, c1957

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Greene: *I Want To Be A Ship Captain,* Children's Press, c1962 Greene: *I Want To Be A Farmer,* Children's Press, c1959
Wise use of natural resources is an individual and group responsibility.	Making posters urging saving paper towels or signs to protect shrubbery on school lawns	Art materials
	Discussing ways to save paper, to protect books and other school property and to save food in the cafeteria	Children's experiences
	Discussing the importance of fire prevention and litterbug campaigns	Firemen State foresters Smokey The Bear Exhibits
NATURAL RESOURCES SHOULD BE CONSERVED.		
Natural resources can become exhausted.	Talking about how long it has taken trees and shrubs on the school ground to grow	Trees on school ground FILM: *Little Smokey,* Virginia Forest Service
	Talking about ways resources have changed since grandfather was a boy	Older citizens BOOK: Bartlett: *The Clean Brook,* Crowell, c1960
Natural resources may be damaged or destroyed by man or the forces of nature.	Touring the school ground or near-by plots to locate erosion spots and wind damage to soil and plants	School ground
Conservation of natural resources is a responsibility of man.	Touring neighborhood to observe storm or fire damage	Neighborhood
	Caring for animals and plants in the classroom	BOOKS: Udry: *A Tree Is Nice,* Harper, c1956 Hader: *The Big Snow,* Macmillan, c1962 Zion: *A Plant Sitter,* Harper, c1959 Podendorf: *True Book of Pets,* Children's Press, c1954 Greene: *I Want To Be A Zoo Keeper,* Children's Press, c1957 FILM: *Frank Tends His Garden,* EBF, 1952

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Reading and telling stories about pets and their care	FILM: *Care of Pets,* EBF, 1944
Some natural resources are protected by laws.	Discussing what is meant by hunting and fishing seasons and why it is necessary to have laws for protection	Game warden
	Discussing home and school water supplies and how protected for human use	Health and sanitation officers FILM: *Water We Drink,* Coronet, 1953
NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.		
Natural resources, climate and other geographical factors influence kinds of foods produced.	Tasting, handling and discussing foods from different places	Breakfast foods
	Collecting and drawing pictures to show foods people eat	BOOK: Rothschild: *Fruit is Ripe for Timothy,* William R. Scott, c1963 FILMSTRIP: *Indian Food,* EMC, 1951
	Displaying dolls dressed in costumes of Eskimos, Africans, and others	BOOK: Darbis: *Hassen—Boy of the Desert,* Follett, c1961
Climate and other geographical factors influence kinds of clothes worn.	Collecting pictures of clothing and making bulletin boards or booklets to show kinds of clothes for winter, summer, rain and snow	FILMSTRIP: *Indian Clothing,* EMC, 1951
Natural resources, climate and other geographical factors influence kinds of shelter provided.	Collecting kinds of materials used to build houses	FILMSTRIPS: *Indian Houses,* EMC, 1951 BOOK: Shapp: *Let's Find Out About Houses,* Watts, c1962

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Natural resources, climate and other geographical factors influence work that people do.	Making a frieze to show work that fathers and mothers do and making a frieze to show kinds of work done in another part of the world	BOOKS: Anderson: *Families and Their Needs,* Silver Burdett, c1966 Greene: *I Want To Be an Orange Grower,* Children's Press, c1956 Greene: *I Want To Be a Cowboy,* Children's Press, c1960 Greene: *I Want To Be a Fisherman,* Children's Press, c1957
The beauty and orderliness of nature contribute to the economy of an area.	Picking up trash on school yard and planting flowers to beautify home and school	School grounds
	Developing an order or routine for collecting and distributing material in order to save time	Crayons, pencils, workbooks, textbooks

HUMAN RESOURCES

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.		
People have innate ability to improve themselves and their environment.	Viewing films that illustrate ways people can improve themselves	FILMS: *Care of Hair and Nails,* EBF, 1951 *Let's be Clean and Neat,* Coronet, 1958
	Making a list of jobs children can do to improve living at home and at school	BOOK: Behrens: *Soo Ling Finds A Way,* Golden Gate, c1965 Children's experiences
The varying abilities which people possess are needed to improve living.	Talking about the duties and responsibilities of people who have jobs at home and at school	BOOKS: Behrens: *Soo Ling Finds A Way,* Golden Gate, c1965 MacIntyre: *The Affable, Amiable Bulldozer Man,* Random, c1965 Children's experiences
	Reading stories about people who have improved themselves and/or their environment	Magazines Picture books
People adapt and develop natural resources to improve living.	Planning and developing indoor or outdoor gardens at school	Garden space Plants and seeds
	Planting and caring for grass on a muddy spot of the playground	Grass seeds Playground
HUMAN RESOURCES SHOULD BE CONSERVED.		
Protection and preservation of health are necessary for conservation of human resources.	Writing stories about "What Happens When I Am Sick and Cannot Do My Work In School?"	Children's experiences BOOK: Meeker: *How Hospitals Help Us,* Benefic, c1962
The wise use of work time and leisure time is important to the well-being of individuals.	Making pictures of vacation activities to show what children, fathers and mothers do with leisure time	BOOK: Kessler: *The Day Daddy Stayed Home,* Doubleday, c1959
Intelligent choice of work enables each individual to make the best use of time, effort and ability.	Reading and discussing stories about how members of the family choose jobs they like to do in the home	BOOK: Hefflefinger: *About Family Helpers,* Melmont, c1954
	Finding pictures in books and magazines which show work for which people are paid	Magazines Books

HUMAN RESOURCES

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Regulations and laws help protect people.	Inviting the principal to talk about some school rules important to the safety of children	Principal FILM: *Primary Safety on the School Playground,* Coronet, 1955
People conserve effort by pooling human resources and dividing labor.	Reading stories about jobs children do in the school and in the home	Reading textbook
	Watching an assembly line in the school cafeteria	School cafeteria
EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.		
Each person has responsibility for developing and using his abilities to contribute to community life.	Drawing pictures that show the jobs children do to help at home	Art materials BOOK: McIntire: *Billy's Friends,* Follett, c1965 Cushman: *We Help Mommy,* Golden, c1959
Each person has responsibility for care of personal and community property.	Caring for clothes and property in the classroom	Classroom
THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.		
Human resources are developed through freedom to use individual initiative.	Discussing jobs to be done in classroom to show the freedom one has to do a particular job.	Children's experiences
	Arranging flowers and fixing displays on bulletin board	
Man's welfare is determined by application of knowledge and skill in using natural resources.	Collecting pictures and post cards showing the use made of natural resources	Pictures Post cards Brochures
Every individual has responsibility for contributing to the well-being of others.	Discussing and writing a cooperative story about how each pupil contributes to living at home and in the school	Children's experiences
PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.		
Individuals, communities, regions and nations are economically interdependent.	Discussing the many people who provide lunch and clothes	BOOK: Meshover: *You Visit a Sugar Refinery,* Benefic, c1966

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Playing the part of people who provided milk for lunch	BOOKS: Chapin: *Dairyman Don,* Albert Whitman, c1964 Banks: *How We Get Our Dairy Foods,* Benefic, c1963
Achievements of the past improve ways of living in the present and in the future.	Displaying items of earlier days such as: coffee grinder or candle mold and discussing how these are being replaced with modern devices	Utensils of past

PRODUCTION OF GOODS AND SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.		
Wealth is often measured in terms of goods produced.	Drawing and discussing pictures of things that represent family wealth	Parents Magazine pictures
Nature of goods produced and services rendered is determined by needs and wants of people.	Collecting pictures and making a chart of things bought to meet needs in the home and school	Children's experiences Parents
Greater productivity results in a higher standard of living.	Discussing things used at home and school to make work faster and provide more time and money for better living	Children's experiences
	Discussing the three possessions children prize most highly	Children's experiences
LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.		
All honest labor is dignified and respectable.	Discussing work that must be done by everyone to make the home and classroom a good place to live	BOOK: Shapp: *Let's Find Out About School,* Watts, c1961
Division of labor or specialization increases production.	Choosing housekeeping responsibilities in the classroom in terms of what individual children can do best	Classroom
The nature of work changes over periods of time and with advances in technology.	Discussing work performed at home and school made easier because of modern equipment and devices	Electric saw Hand saw BOOK: Merriam: *Mommies at Work,* Random, c1961
PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.		
Producers constantly search for more effective ways to use natural resources.	Constructing a bulletin board showing how natural resources are used to beautify the school	School and grounds
Areas of production frequently develop near locations of natural resources.	Visiting the school library or the kitchen to see how supplies are stored where they are convenient for workers	Librarian Cafeteria manager

PRODUCTION OF GOODS AND SERVICES

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.		
Capital for production is provided by individuals through savings invested in companies and institutions.	Playing the role of businessmen and community workers	Children's experiences
	Discussing the ways in which people earn money and how money is used to run business	Parents
Capital purchases facilities for production.	Playing the role of parents using checks to buy the groceries and pay the rent	Parents Checks
Profit from production pays salaries of workers.	Discussing how salaries of workers are paid from profits used in operating a store in the classroom	Play money Supplies for store
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.	Discussing how store owners spend profits to buy supplies, keep the store in good repair, add improvements, or enlarge the building	Store owners
MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.		
Management has the responsibility for making decisions which affect production.	Interviewing the principal to learn the kinds of questions he must answer in operating a school	Principal
Labor and management have responsibility to each other and to the public for maintaining production.	Discussing why schools have principals	Parents
SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.		
New and improved products are developed by government and industry through science and research.	Collecting labels from kinds of soap, cereal or tooth paste available today and discussing why so many different kinds are made	Labels of articles Advertisements
Mass production makes it possible for people to enjoy more goods at lower costs.	Listing jobs that are easier when many people help	Children's experiences
Automated techniques release man power for other production or leisure activities.	Discussing machines in the home which make it possible to do work more easily and quickly	Parents
Increased leisure time creates the demand for new goods and services.	Dramatizing what families do when they have time for fun together	BOOKS: Ray: *We Live in the City,* Children's Press, c1963 Provus: *How Families Live Together,* Benefic, c1963

DISTRIBUTION OF GOODS AND SERVICES

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.		
Advertising creates demand for wide distribution of goods and services.	Discussing how pupils first learned about certain toys, games or food items	Newspapers Magazines Television Radio
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.	Discussing the kinds of transportation the Little Red Hen may have used in planting the grain and making the bread	STORY: *The Little Red Hen* BOOK: Burt: *Let's Find Out About Bread*, Watts, c1966
Modern transportation makes possible wide distribution of goods and services.	Drawing pictures of kinds of transportation needed to serve the school	BOOK: Green: *About Apples From Orchard to Market*, Melmont, c1960 FILM: *The Community Bakery*, E H, 1965
Many means of communication facilitate distribution.	Discussing the kinds of messages needed to operate the school or the home	BOOK: Miner: *True Book of Communication*, Children's Press, c1960
	Tracing a newspaper from beginning to delivery	Newspaper BOOK: Meshover: *You Visit a Newspaper—TV Station*, Benefic, c1965
DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.		
Many people act as middlemen by performing services necessary to move goods from producer to consumer.	Listing the people who may have handled potatoes from the time they were planted until they were eaten	Children's experiences Parents
Modern methods of distribution create new jobs and the need for additional services.	Discussing people and businesses in the community that deliver goods to homes and schools	Postman

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		FILM: *Our Post Office,* EBF, 1966 BOOKS: Miner: *True Book of the Post Office and Its Helpers,* Children's Press, c1955 Bell: *Linda's Air Mail Letter,* Follett, c1964 FILMSTRIPS: *Wholesale Produce Market,* Bailey, 1966 *Our Neighborhood Workers,* Eye Gate, 1957

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.		
Consumption is the motive for production.	Discussing why sandals are sold in the summer and boots in the winter	Children's experiences
The amount of money earned or credit available determines the individual's potential consumption of goods and services.	Making drawings to show how much a quarter will purchase in contrast to a nickel	Art materials Arithmetic materials
Consumers have freedom to choose goods and services in a free economy.	Playing a game—"If I had $1.00 to spend in a toy store I would choose ...."	BOOK: Marks: *What Can I Buy?* Dial Press, c1962 FILM: *Let's Visit A Shopping Center,* FA, 1965
COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.		
Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.	Discussing why more umbrellas and raincoats are sold on a rainy day	Store Children's experiences
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.	Discussing why fresh vegetables cost more in the winter than in the summer and how weather conditions may affect cost of goods	Grocery stores Merchants Parents Current events

MONEY

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.		
Trading or bartering is a way of exchanging goods and services without the use of money.	Setting up a trading post to show how bartering is a way of exchanging goods and services without the use of money	Trading post
Money pays for goods and services that people need and want.	Paying for school lunches and supplies	Children's experiences
	Writing and telling number stories dealing with earning and spending money	Number stories
	Collecting pictures of workers who provide services people want	MAGAZINES
	Reading stories about people providing goods and services	BOOKS: Corcos: *Joel Spends His Money,* Abelard, c1954 Greene: *Doctors and Nurses: What Do They Do?* Harper, c1963 Greene: *Railroad Engineers and Airplane Pilots,* Harper, c1965
Money cannot buy everything that people need and want.	Discussing and building lists of things that money cannot buy	BOOKS: Buckley: *Grandfather and I,* Lothrop, c1959 Buckley: *Grandmother and I,* Lothrop, c1959 Low: *Grandmas and Grandpas,* Random, c1962
MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.		
Money has value in terms of goods purchased and services performed.	Discussing services of doctor and telephone repairman	Doctor Repairman Other resource people
Money is made of paper or metal for convenience.	Showing and discussing $10 in one bill, in ten $1.00 bills and in change to help children understand the convenience of one bill	Paper money and coins
Money is legal tender when it is guaranteed by the government.	Talking about how we use money to buy goods and services	Play store

MONEY

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Each metal coin and paper bill has a definite name and value.	Identifying coins by name and value relationships: pennies, nickels and dimes	BOOKS: Watson: *Annie's Spending Spree,* Hale, c1957 Marks: *What Can I Buy?* Dial Press, c1962
A check or money order may be used in place of money in purchasing goods and services.	Discussing use of checks and credit cards	Parents
Money values change over periods of time and in different countries.	Exhibiting money from other countries	Foreign money
	Inviting children in school who have lived in other countries to talk about experiences with money	Coins and paper money
MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.		
The amount of money received varies according to skill and quality of work performed.	Collecting pictures of different kinds of workers and discussing how the amount of money earned depends on the type of work done	Magazines
All work requires education or training for skill development.	Talking about kinds of work and training needed	BOOKS: *I Want To Be*—Series, Children's Press
Work requiring more education or greater skill development usually provides higher income.	Discussing stories which show that jobs which require more education usually provide higher income	Parents Children's experiences
A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.		
Budgeting apportions family income to meet needs, wants and emergencies.	Keeping an account of the way the weekly allowance is spent	Parents
Budgeting money can help families and governments to live within incomes.	Keeping lunch budgets to show how children use lunch and milk money	Children's experiences
Savings should be a part of every family budget.	Discussing how a child may save money to purchase a bicycle instead of buying ice cream and candy	Children's experiences
Money earned and saved helps to provide financial security.	Drawing pictures of articles each child would like to have and discussing how these can be purchased by saving money	Children's experiences

MONEY

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.		
Money is spent more wisely when the value of products and services is known.	Reading stories to show the value of products when buying articles in the store	BOOKS: Marks: *What Can I Buy?* Dial Press, c1962 Brenner: *The Five Pennies,* Random, c1964
Quantity, and quality are factors which determine cost of a product or service.	Comparing size and cost of packages of paper or candy bars	Children's experiences
BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.		
Banks are safe places to keep money.	Visiting cafeteria or school office to see how money is prepared for deposit in the bank	Resource people
	Discussing reasons for keeping money in safe places	Children's experiences
Banks pay interest for use of money.	Citing examples from children's bank accounts which show that interest has been earned	Children's experiences
Interest is paid to banks for use of money.	Discussing with parents situations when interest is paid to banks for the use of money	Parents BOOK: Elkin: *True Book of Money,* Children's Press, c1960
Banks provide varied services.	Constructing piggie banks	Construction materials
	Inviting someone to discuss the services of a bank	Resource people

TAXES

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.		
Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.	Displaying pictures showing houses and businesses and discussing why people pay something to own property	Magazines
Taxes are necessary to support county, city, state and federal governments.	Discussing reasons why taxes are necessary to support governments	Resource people
Payment of taxes to support government is a responsibility of all people.	Discussing the use of money paid for gasoline which makes for better roads for traveling	Pictures of modern highways
	Talking about the sales tax and money paid on certain items	Children's experiences
People benefit from taxes paid.	Discussing how children use services that governments provide	BOOKS: Greene: *I Want to Be A Fireman,* Children's Press, c1959 Greene: *I Want to Be A Policeman,* Children's Press, c1958 Greene: *I Want to Be A Postman,* Children's Press, c1958 Greene: *I Want to Be A Teacher,* Children's Press, c1957 Miner: *True Book of Our Post Office and its Helpers,* Children's Press, c1955 Miner: *True Book of Policemen and Firemen,* Children's Press, c1954
	Drawing a map of the town and discussing why it is impossible for one family to pay for streets, sidewalks and other services	Art materials
	Displaying and writing a story about a fire truck	Fire truck
TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.		
Such facilities as schools, highways and parks belong to all citizens.	Collecting pictures to show people enjoying public parks, playgrounds and roads	BOOKS: Currew: *This is a Road,* Follett, c1959

TAXES

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Hastings: *Big New School,* Follett, c1959 Monheit: *Picnic in the Park,* Harvey, c1960
Protection and care of public property help to save tax money to provide more and better services and facilities.	Making posters to show the importance of keeping school clean and neat Making a list of rules children should observe in keeping schools and public places neat and clean	Resource people Principals FILM: *Everyone Helps In A Community,* Churchill, 1966

FREE ENTERPRISE ECONOMY

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.		
People have the right to own property.	Making charts to show items owned by individual children and drawing pictures to illustrate care of personal property	Art materials
	Discussing ways one shows respect for the property of others	Children's experiences
People have the right to exercise freedom of choice.	Dramatizing in a play store ways children as well as parents make choices of goods and services	Play store
People compete in providing goods and services.	Discussing why prizes are put in Cracker Jacks or cut outs on cereal boxes	Samples of prizes and cut outs
People have the right to make a profit.	Discussing the cost of making a pie to show that the baker must be paid adequately	Parents
FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.		
Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.	Discussing "How Our School Helps Us To Be Good Citizens"	Pupils Parents
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.	Discussing goods and services used in the home and school	Stores
	Selecting partners for games and other activities	Games
	Buying pencils, crayons and other school supplies	Stores
Various groups influence the economy as common interests are expressed.	Arranging a bulletin board to show how school clubs and class activities can help to promote the economy	Pictures
FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.		
Work offers people the opportunity to earn an income which makes possible a higher standard of living.	Displaying pictures of types of work children do at home	Pictures

FREE ENTERPRISE ECONOMY

Grade 1

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Making a scrapbook showing how a family spends money: food, shelter, clothing	Magazines
Education and the development of skills contribute to a higher standard of living.	Posting pictures of workers who go to school to learn certain jobs	Pictures FILM: *Going To School Is Your Job,* FA, 1966
Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.	Discussing products which make for improved health and safety conditions: medicine and disinfectant sprays	Pictures
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.	Discussing what it means to buy on credit	Parents

GRADE 2

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.		
Man depends upon natural resources for his basic needs: food, clothing and shelter.	Collecting pictures and stories to show how natural resources provide sources of food, clothing and shelter	BOOKS: Ipcar: *Ten Big Farms,* Knopf, c1959 McCall: *How We Get Our Clothing,* Benefic, c1961 Provos: *How We Get Our Shelter,* Benefic, c1962 Banks: *How We Get Our Dairy Foods,* Benefic, c1965 Paull: *Some Day,* Abelard, c1957 Shortall: *Sam's First Fish,* Morrow, c1962 FILMS: *The Community Bakery,* E H, 1965 *What Do Fathers Do?* Churchill, 1966
The kind of work people do is determined by the availability of materials supplied by nature.	Listing the most important natural resources of the community to understand the work of the people Making maps showing the natural resources of the community	BOOK: Schlein: *The Fisherman's Day,* Whitman, c1959
	Reading about kinds of work in different communities	BOOKS: Shortall: *Danny on the Lookout,* Morrow, c1964 Greene: *I Want To Be—Series,* Children's Press Pordendorf: *True Book of—Series,* Children's Press
Natural resources can influence the population of an area.	Finding the population in town, city or county and the resources that affect growth	Local agencies Maps
	Talking with principal to learn whether school enrollment is increasing or decreasing and reasons why	Principal

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Illustrating through murals, friezes, and bulletin boards, products produced from the natural resources of the community	Art materials People of community Picture books
Wise use of natural resources is an individual and group responsibility.	Discussing simple fire precautions and checking homes for fire hazards	Homes BOOK: Barr: *Fire Snorkel Number 7*, Albert Whitman, c1965
	Planning together for storage and care of art supplies, physical education equipment and wraps	School materials
NATURAL RESOURCES SHOULD BE CONSERVED.		
Natural resources can become exhausted.	Drawing or collecting pictures showing forests that have been destroyed by fire	BOOK: Anderson: *Blaze and the Forest Fire*, Macmillan, c1962
	Discussing how Smoky the Bear reminds us to protect our forests	Posters
	Singing the song Smoky the Bear	Music books
	Finding stories that point out why it is necessary to conserve plants, water and other natural resources	Newspapers and magazines
	Making charts showing natural resources which are hard to replace	BOOKS: Hayes: *About the Biggest Pine Tree*, Melmont, c1957 Hutchins: *Lives of an Oak Tree.* Rand, c1962
	Using guessing game "What Am I?" or "Why Should I Be Used Wisely?", using description of minerals or other natural resources	Encyclopedia
Natural resources may be damaged or destroyed by man or the forces of nature.	Discussing news items about storms and damage to natural resources	News articles FILM: *A Day With Fireman Bill*, F A, 1966
	Drawing pictures of wind, rain and snow storms and their damaging effect on natural resources	Art materials

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Reading poems about wind, rain, snow, hurricanes, tornadoes, floods and other forces of nature which destroy natural resources	BOOK: Lindman: *Sailboat Time,* Albert Whitman, c1951 FILM: *Insect Enemies and Their Control,* Coronet, 1963
	Singing songs about the forces of nature	Music books and records
	Viewing films and filmstrips to understand the effects of forces of nature on natural resources	FILM: *Blow, Wind, Blow,* Coronet, 1952 *Water, Water Everywhere,* Coronet, 1955
	Locating weather conditions on maps: Hurricanes near large bodies of water Tornadoes near deserts and flat areas Floods in low-lying areas close to water	Maps and globes
Conservation of natural resources is a responsibility of man.	Reading and writing stories about how animals and plants depend upon man for protection	BOOKS: Koch: *When the Cows Got Out,* Holiday, c1958 Floethe: *Cowboy on the Ranch,* Scribner, c1959 Floethe: *Farmer and His Cows,* Scribner, c1957
	Interviewing parents or grandparents to learn of plants and animals that may no longer be abundant in the community or that may be more abundant because of man's care and protection	Parents Grandparents
	Singing songs about plants and animals	Music books and records
	Discussing ways people protect domestic plants and animals	Children's experiences
Some natural resources are protected by laws.	Locating stories and reading to find out ways wild plants and animals are protected	Materials from local, State and federal agencies

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Taking a field trip to see how animals are grown for re-stocking	Fish hatcheries Bird sanctuaries State and national forests and other agencies BOOK: Shortall: *Sam's First Fish,* Morrow, c1962
	Interviewing people who can tell about laws that protect wild plants and animals	Resource people
NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.		
Natural resources, climate and other geographical factors influence kinds of foods produced.	Preparing charts to show which natural resources are used in building homes and in providing food and clothing	BOOKS: Floethe: *Sea of Grass,* Scribner, c1963 Meshover: *You Visit A Sugar Refinery-Fruit Cannery,* Benefic, c1966
Climate and other geographical factors influence kinds of clothes worn.	Making reports to show how people use plants, animals, minerals and water to make themselves more comfortable in all kinds of weather	BOOKS: Riwkin-Brick: *Elle Kari,* Macmillan, c1952 Riwkin-Brick: *Mokihana Lives in Hawaii,* Macmillan, c1962 Riwkin-Brick: *Sia Lives on Kilimanjaro,* Macmillan, c1962 FILM: *Winter Comes to The Forest,* Coronet, 1966
	Preparing bulletin boards to show types of clothes worn in different seasons	Magazines Newspapers
	Collecting pictures of devices used to make homes more comfortable	Magazines
Natural resources, climate and other geographical factors influence kinds of shelter provided.	Reporting on activities in the home to prepare for seasonal changes	Homes Parents
Natural resources, climate and other geographical factors influence work that people do.	Collecting information for a classroom chart listing natural resources and types of work dependent on each resource	Resource people Art materials

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
The beauty and orderliness of nature contribute to the economy of an area.	Reporting on the activities of workers involved in keeping the community clean and orderly	Resource people BOOK: Shortall: *Danny on the Lookout,* Morrow, c1964 FILM: *A City and Its People,* FA, 1966

HUMAN RESOURCES

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.		
People have innate ability to improve themselves and their environment.	Keeping samples and making booklets of pupils' work to show self improvement	Children's work BOOK: Barr: *Miss Terry at the Library,* Albert Whitman, c1962
	Writing stories about jobs to be done at home and in the classroom, emphasizing the importance of improving surroundings	Children's experiences
The varying abilities which people possess are needed to improve living.	Discussing stories about people who have developed their talents and abilities	BOOKS: Greene: *I Want To Be*—Series, Children's Press Chapin: *Dairyman Don,* Albert Whitman, c1964 Bell: *Linda's Air Mail Letter,* Follett, c1964 Children's experiences FILM: *Helpers Who Come to Our Houses,* Coronet, 1956
People adapt and develop natural resources to improve living.	Writing stories about such topics as: "My Trip to a Dam Site", "A Trip on the Skyline Drive"	Children's experiences
	Visiting a highway construction site	Highway project BOOK: MacIntyre: *The Affable, Amiable Bulldozer Man,* Random, c1965
HUMAN RESOURCES SHOULD BE CONSERVED.		
Protection and preservation of health are necessary for conservation of human resources.	Using pictures, charades and classroom experiences to teach good health habits	FILMS: *Eat For Health,* Coronet, 1957 *Eat Well, Grow Well,* Coronet, 1964 *Good Eating Habits,* Coronet, 1951

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Developing a bulletin board that shows goods and services needed for a sick person	BOOKS: Pyne: *The Hospital,* Houghton, c1962 Udry: *Betsy-Back-In-Bed,* Albert Whitman, c1963
The wise use of work time and leisure time is important to the well-being of individuals.	Discussing "What I Would Do If I Had an Hour To Spend"	Children's experiences
Intelligent choice of work enables each individual to make the best use of time, effort and ability.	Writing stories to show that one should choose work for which he is best suited	BOOKS: Meeker: *How Doctors Help Us,* Benefic, c1964 Garn: *A Visit To The Dentist,* Grossett, c1965
	Reading and discussing stories which show that one is rewarded for work well done	BOOK: Aesop's Fables
Regulations and laws help protect people.	Inviting a bus driver and members of the safety patrol to discuss precautions and regulations which protect lives	Safety patrol Bus driver
People conserve effort by pooling human resources and dividing labor.	Arranging a class party and assigning duties to various members of the group	Children's experiences Reading textbook
EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.		
Each person has responsibility for developing and using his abilities to contribute to community life.	Reading stories about firemen, postmen, milkmen and other helpers to find out how these workers use their abilities to contribute to community life	BOOKS: McIntire: *Billy's Neighbors,* Follett, c1965 Greene: *I Want To Be A Bus Driver,* Children's Press, c1957 Greene: *I Want To Be A Fireman,* Children's Press, c1959
Each person has responsibility for care of personal and community property.	Listing ways children can help to care for community property and their own property	Children's experiences BOOK: McIntire: *Exploring With Friends,* Follett, c1964
	Keeping a log of "How I Care For My Own Property"	Children's experiences

HUMAN RESOURCES

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.		
Human resources are developed through freedom to use individual initiative.	Drawing pictures showing how neighborhood workers use their own ideas in their work	Art materials
Man's welfare is determined by application of knowledge and skill in using natural resources.	Writing stories about ways people use natural resources such as: parks and beaches	Children's experiences
	Playing a guessing game of articles found in the school room	Wide variety of small and large articles Encyclopedia Resource persons
Every individual has responsibility for contributing to the well-being of others.	Reading stories to show how various workers contribute to the well-being of others	BOOKS: *The How*—Series, Benefic
PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.		
Individuals, communities, regions and nations are economically interdependent.	Learning origin of clothes worn by classmates	Magazines Local clothing store manager
Achievements of the past improve ways of living in the present and in the future.	Reading stories about the use of the wheel, the lever, the pulley, the inclined plane, screw and wedge and discussing how these have improved ways of living	Science textbook

PRODUCTION OF GOODS AND SERVICES

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.		
Wealth is often measured in terms of goods produced.	Making and discussing charts to show goods and services that contribute to the value of the school and community	Magazines
Nature of goods produced and services rendered is determined by needs and wants of people.	Visiting a grocery or hardware store to locate goods available because of the nature of needs of a specific community	Grocery and hardware stores BOOK: Jones: *Let's Eat Out,* Children's Press, c1965
Greater productivity results in a higher standard of living.	Discussing and writing sentences about industries in the community that produce on a large scale	Industries in the community FILM: *What Do Fathers Do?* Churchill, 1966
	Interviewing homemakers to determine the three modern conveniences most desired to make life better	Parents
LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.		
All honest labor is dignified and respectable.	Discussing work that must be done by everyone to make the classroom and school a good place to live	Children's experiences
Division of labor or specialization increases production.	Drawing pictures to illustrate specialized jobs needed to operate a school	BOOKS: Greene: *I Want To Be*—Series, Children's Press LaFontaine: *The Rich Man and the Shoemaker,* Watts, c1965
The nature of work changes over periods of time and with advances in technology.	Making a movie showing modern machinery and devices that have changed the nature of work done in the community	Coin-operated laundry Automatic car wash

PRODUCTION OF GOODS AND SERVICES

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.		
Producers constantly search for more effective ways to use natural resources.	Experimenting to show the effects of fertilizer on the growth of plants	Science textbook
Areas of production frequently develop near locations of natural resources.	Visiting a sawmill, shipyard, or coal mine: discussing reasons for location	Lumber yard Sawmill Coal mine
CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.		
Capital for production is provided by individuals through savings invested in companies and institutions.	Interviewing the principal to learn how money for building schools is obtained	Principal
Capital purchases facilities for production.	Drawing pictures of equipment needed to operate a grocery store, a bus line, a lunch room	Art materials
Profit from production pays salaries of workers.	Listing kinds of workers who must be paid from profit from operating a bus line, clothing factory or printing a newspaper	BOOKS: Meshover: *You Visit a Dairy, Clothing Factory,* Benefic, c1965 Meshover: *You Visit a Newspaper: Television Station,* Benefic, c1965
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.	Observing the various means of transportation in the community: discussing what owners do with profits from their services	BOOKS: Greene: *I Want to be a Bus Driver,* Children's Press, c1957 Greene: *I Want to be a Train Engineer,* Children's Press, c1956
MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.		
Management has the responsibility for making decisions which affect production.	Interviewing a supermarket manager to learn how he decides when to put on a special sale	BOOK: Greene: *I Want to be a Storekeeper,* Children's Press, c1958
Labor and management have responsibility to each other and to the public for maintaining production.	Writing stories about what might happen if all stores closed for a week	Storekeeper

PRODUCTION OF GOODS AND SERVICES

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.		
New and improved products are developed by government and industry through science and research.	Comparing pictures of "old time" automobiles with those of today, and discussing how changes have come about	Pictures Magazines
Mass production makes it possible for people to enjoy more goods at lower costs.	Making puppet clothes, hot pads, or clay objects by hand; discussing how machines make items faster and in greater quantity	Art materials
Automated techniques release man power for other production or leisure activities.	Visiting a dairy farm to observe milking machines which free the dairyman from handmilking	BOOK: Greene: *I Want to be a Dairy Farmer,* Childrens Press, c1957
Increased leisure time creates the demand for new goods and services.	Interviewing grandparents to determine leisure time activities available today which they did not enjoy	Grandparents
	Looking at newspaper and magazine advertisements for leisure time articles	Newspapers Magazines

DISTRIBUTION OF GOODS AND SERVICES

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.		
Advertising creates demand for wide distribution of goods and services.	Collecting and reporting on types of advertisements used to promote the sale of books, automobiles or televisions	Newspapers Magazines
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.	Collecting pictures to show the kinds of animals and machines used to haul goods in different parts of the world	Pictures BOOK: Shuttlesworth: *ABC of Buses,* Doubleday, c1965
Modern transportation makes possible wide distribution of goods and services.	Listing kinds of transportation used in supplying fuel for home or school	Parents FILMSTRIP: *Transportation, Planes, Trains,* EMC, 1957
Many means of communication facilitate distribution.	Discussing kinds of messages sent by custodian in getting supplies used in keeping the school clean and warm	Custodian Principal
	Experimenting by sending a letter and expecting a speedy reply	BOOKS: Barr: *Mr. Zip and the U.S. Mail,* Albert Whitman, c1964 McCall: *How We Get Our Mail,* Benefic, c1962 FILM: *Our Post Office,* EBF, 1966
DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.		
Many people act as middlemen by performing services necessary to move goods from producer to consumer.	Drawing pictures and making charts to show workers who help in providing goods for the home	FILMSTRIP: *The Story of Clothing,* EMC, 1960 FILM: *The Community Bakery,* EH, 1965 BOOK: Banks: *How We Get Our Dairy Foods,* Benefic, c1963

DISTRIBUTION OF GOODS AND SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Viewing filmstrips to show middlemen involved in production of goods	FILMSTRIP: *The Story of Food,* EMC, 1960
Modern methods of distribution create new jobs and the need for additional services.	Drawing pictures of people at work in distributing goods	Art materials Magazines BOOK: Colby: *Night People,* Putnam, c1961

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.		
Consumption is the motive for production.	Making lists of goods produced by parents and discussing ways used	BOOK: Anderson: *Families and Their Needs,* Silver Burdett, c1966
The amount of money earned or credit available determines the individual's potential consumption of goods and services.	Discussing how allowances or income determine the amount of money one can spend	Children's experiences BOOK: Corcos: *Joel Spends His Money,* Abelard, c1954
Consumers have freedom to choose goods and services in a free economy.	Choosing recreational supplies or equipment to show that one is free to make his own selections	Recreational materials Newspapers Magazines
COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.		
Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.	Discussing how changes in weather cause people to need different kinds of clothes	Parents Local merchants Sale ads
	Feeling and examining different kinds of cloth	Clothes and shoes Catalogues
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.	Interviewing merchants to learn why an apple costs less in the fall than it does in the spring	Merchants

MONEY

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.		
Trading or bartering is a way of exchanging goods and services without the use of money.	Discussing and writing stories about goods and services people exchange	BOOK: Watts: *Something for You, Something for Me,* Abelard, c1960
Money pays for goods and services that people need and want.	Demonstrating buying and selling through a play store with children participating as both buyers and sellers	A play store BOOK: McIntire: *Exploring With Friends,* Follett, c1964
	Listing goods and services that people need	BOOK: Corcos: *Joel Spends His Money,* Abelard, c1954
	Discussing whether boys and girls always need certain things wanted	POEM: Field: "General Store" from *Wings from the Wind* Lippincott, c1964 BOOKS: Elkin: *True Book of Money,* Children's Press, c1960 Watson: *Annie's Spending Spree,* Hale, c1957
Money cannot buy everything that people need and want.	Planning recreational activities enjoyed without the use of money	Children's experiences
MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.		
Money has value in terms of goods purchased and services performed.	Dramatizing roles of people receiving money for goods and services: doctor collecting fees, grocer selling food	BOOK: Elkin: *True Book of Money,* Children's Press, c1960
Money is made of paper or metal for convenience.	Reading books to show the convenience of money in the form of paper or metal	BOOKS: Manolakes: *Tommy Goes Shopping and Nancy Cooks Breakfast,* American Book, c1963 Hine: *Money Round the World,* Harcourt, c1963
Money is legal tender when it is guaranteed by the government.	Discussing convenience of using paper bills instead of many coins	Coins and paper money Children's experiences

MONEY

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Each metal coin and paper bill has a definite name and value.	Comparing values of quarters and half dollar with their equivalents in smaller coins	Exhibits U. S. money
	Using money in actual situations in cafeteria, at the grocery and in other stores	BOOK: Elkin: *True Book of Money,* Children's Press, c1960
A check or money order may be used in place of money in purchasing goods and services.	Talking about shopping with mother when she has used means other than money in paying for purchases	BOOK: Vaughan: *New Shoes,* Doubleday, c1961
Money values change over periods of time and in different countries.	Collecting and exhibiting coins from different countries	Coin exhibit
MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.		
The amount of money received varies according to skill and quality of work performed.	Discussing why some salaries and wages are greater than others	BOOKS: Shapp: *Let's Find Out About*— Series, Watts
All work requires education or training for skill development.	Studying certain occupations to show training and skills needed for each	Librarian
Work requiring more education or greater skill development usually provides higher income.	Explaining why work requiring more education provides higher income	Resource people
A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.		
Budgeting apportions family income to meet needs, wants and emergencies.	Keeping a record of money spent by a child for one week	BOOK: Corcos: *Joel Spends His Money,* Abelard, c1954
Budgeting money can help families and governments to live within incomes.	Making a display to show expenditures which families plan for in a budget	Pictures
Savings should be a part of every family budget.	Participating in the purchase of U. S. Savings Stamps	Saving Stamp Books
Money earned and saved helps to provide financial security.	Discussing social security and retirement funds as forms of savings	Resource people

MONEY

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.		
Money is spent more wisely when the value of products and services is known.	Comparing cost and amount of paper in various packages	Resource people
Quantity and quality are factors which determine cost of a product or service.	Reading labels to compare amounts in bottles of milk and cans of food	BOOK: Watts: *A Little From Here, A Little From There,* Abelard, c1960
BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.		
Banks are safe places to keep money.	Writing experience stories about trips made to the bank	FILM: *Money In the Bank and Out,* Churchill, 1965 Bank
Banks pay interest for use of money.	Keeping money in "Piggy Banks" and transferring to banks	Children's experiences
Interest is paid to banks for use of money.	Discussing how banks use money to help people build homes	BOOK: Sootin: *Let's Go To The Bank,* Putnam, c1957
Banks provide varied services.	Discussing films to understand the many services performed by the bank	FILM: *Money In the Bank and Out,* Churchill, 1965

TAXES

Grade 2

Economic Understandings	***Suggested Learning Experiences***	*Suggested Resources*
A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.		
Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.	Discussing the meaning of license plates, dog tags	License plates Dog tags
Taxes are necessary to support county, city, state and federal governments.	Listing the kinds of jobs paid for with tax money	BOOKS: Barr: *This is My Country,* Albert Whitman, c1959 Green: *Soldiers and Sailors,* Harper, c1963 Hastings: *Big New School,* Follett, c1959
Payment of taxes to support government is a responsibility of all people.	Arranging a bulletin board showing major things paid for by taxes: roads, parks, fire trucks, city water supply, hospitals, schools, military forces, police	BOOK: Meeker: *How Doctors Help Us,* Benefic, c1964
People benefit from taxes paid.	Making a frieze showing people paid with tax money: teachers, policemen, firemen and others	BOOKS: Shapp: *Let's Find Out*—Series, Watts Barr: *Good Morning Teacher,* Albert Whitman, c1957 Barr: *Miss Terry at the Library,* Albert Whitman, c1962 Sauer: *Mike's House,* Viking, c1954 Latten: *Peter's Policeman,* Follett, c1958 Barr: *Policeman Paul,* Albert Whitman, c1952 Greene: *I Want to Be*—Series, Children's Press Pictures from magazines, brochures, newspapers and other publications
TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.		
Such facilities as schools, highways and parks belong to all citizens.	Writing stories describing use made of public places	BOOK: Curren: *This is a Road,* Follett, c1959
Protection and care of public property help to save tax money to provide more and better services and facilities.	Discussing how taking care of the school can help save tax money	BOOKS: Hastings: *Big New School,* Follett, c1959 Barr: *Mr. Zip and the U. S. Mail,* Albert Whitman, c1964

FREE ENTERPRISE ECONOMY

Grade 2

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.		
People have the right to own property.	Drawing pictures of property owned by families	Art materials
People have the right to experience freedom of choice.	Discussing shopping trips to note that customers may select from many items in many departments	Children's experiences
	Dramatizing situations that show workers planning or making decisions about selection of occupations	Children's experiences
People compete in providing goods and services.	Taking walks to stores in the community to observe ways store owners attract and encourage shoppers to buy from stores	Community stores
People have the right to make a profit.	Listing items the farmer must buy for cows with money received for milk sold and point out that money earned must exceed money spent if a profit is to be shown	BOOKS: Greene: *I Want To Be A Dairy Farmer,* Children's Press, c1957 Banks: *How We Get Our Dairy Foods,* Benefic, c1963
FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.		
Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.	Reading newspaper articles to learn about situations in government which require a choice or decision	Newspapers Magazines
	Dramatizing stories of how students are good citizens	Children's experiences
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.	Discussing how government food commodities influence food prices	School cafeteria
	Making booklets to illustrate how individuals and groups make choices in using goods and services	Stores
	Buying gifts for relatives and friends	Special days and weeks
Various groups influence the economy as common interests are expressed.	Discussing how boys and girls influence the sale of cereals	Sample of cereals

FREE ENTERPRISE ECONOMY

Grade 2

Economic Understandings	***Suggested Learning Experiences***	*Suggested Resources*
FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.		
Work offers people the opportunity to earn an income which makes possible a higher standard of living.	Listing kinds of workers in the community and discussing how they earn money	Resource people
	Listing ways families use income	Parents
Education and the development of skills contribute to a higher standard of living.	Discussing how education and training help people to earn income and to buy articles they need and want	Parents Community workers
Better products make for improved health and safety conditions, efficient work, released time for leisure, and lower maintenance costs.	Listing products which improve health and safety conditions: band aids, cleaning tissue and polio vaccine	Samples of products Children's experiences
	Listing products which make work more efficient and release time for leisure: automatic washing machine and vacuum cleaner	Parents Children's experiences
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.	Discuss advantages of buying a washing machine on credit	Play store

GRADE 3

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.		
Man depends upon natural resources for his basic needs: food, clothing and shelter.	Reading stories to show that food, clothing and building materials come from natural resources	BOOK: Carter: *True Book of Houses,* Children's Press, c1957
	Discussing films dealing with production of food, clothing and houses to show how each of these products is related to natural resources	FILMS: *Clothes We Wear,* Churchill, 1956 *The Community Bakery,* Coronet, 1966
The kind of work people do is determined by the availability of materials supplied by nature.	Discussing occupations of people in different types of communities to show how natural resources affect the amount and kind of work of each community	BOOKS: Liffring: *Dee and Curtis on A Dairy Farm,* Follett, c1957 Liffring: *Ray and Stevie on a Corn Belt Farm,* Follett, c1956 Webb: *Magic of Steel and Oil,* Grosset, c1965 Floethe: *The New Roofs,* Scribner, c1965 Floethe: *The Story of Lumber,* Scribner, c1962 Trip to nursery
	Making a chart of work done by people of community and showing how each job is dependent on natural resources	Community people
	Singing songs about occupations: boat songs, sea chanties, woodcutters song and fishing songs	Music books
Natural resources can influence the population of an area.	Discussing such questions as: Why did people first settle here? Why did they stay? What has made the population increase or decrease?	Local libraries Local historical societies Museums
Wise use of natural resources is an individual and group responsibility.	Visiting filtration plant to learn how public water supplies are protected	FILM: *Water, Water Everywhere,* Coronet, 1955

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		BOOK: Peterson: *Water,* Garrard, c1963
NATURAL RESOURCES SHOULD BE CONSERVED.		
Natural resources can become exhausted.	Inviting a forest ranger to talk on preserving nature's gifts which cannot be replaced	Forest Ranger
	Writing stories, poems and songs about conservation of natural resources	Children's experiences
	Planting seedling pines to show that man replaces plants that are cut for use or are destroyed by nature or man's negligence	FILMS: *Seeds Grow Into Plants,* Coronet, 1955 *Paper Sculpture,* Int. Film. Bur. BOOK: Jordan: *Seeds by Wind and Water,* Crowell, c1962
	Constructing bulletin boards on the wise use of paper	Art materials
Natural resources may be damaged or destroyed by man or the forces of nature.	Collecting newspaper clippings which show destructive forces: hurricanes, floods, tornadoes, snowstorms and high winds, fires, cutting timber	FILM: *Story of a Storm,* Coronet, 1951
	Listing help that is available to localities when forces of nature have caused destruction	American Red Cross Civil Defense
Conservation of natural resources is a responsibility of man.	Reading poems and stories which show that pets, animals and plants depend upon man for protection	BOOKS: Barley: *The Whirley Bird,* Random, c1961 Sterling: *Ellen's Blue Jays,* Doubleday, c1961
	Discussing air in cities and air in rural areas to show that city air contains much larger quantities of dust and dirt	Lindgren: *Randy Lives In Norway,* Macmillan, c1966
	Illustrating through drawings and paintings ways man protects plants and animals	Art materials
Some natural resources are protected by laws.	Discussing laws and regulations for the protection of plant and animal life: licenses, fishing and hunting regulations	BOOKS: Schlein: *Deer in the Snow,* Abelard, c1956 Gendron: *Whales,* Follett, c1965

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Goudey: *Here Come The Deer,* Scribner, c1955 Game Wardens Newspapers Magazines
NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.		
Natural resources, climate and other geographical factors influence kinds of foods produced.	Discussing foods produced in community as result of natural resources available	FILM: *What Do Farmers Do?* Coronet, 1966 BOOKS: Palazzo: *Golden Girl,* Garrard, c1963 Palazzo: *Jan and the Reindeer,* Garrard, c1963 Mayberry: *Eskimo of Little Diomede,* Follett, c1961 Ipcar: *Ten Big Farms,* Random, c1959
Climate and other geographical factors influence kinds of clothes worn.	Collecting samples of clothing fabrics and preparing exhibit to show sources of raw material and types for different seasons	Samples of clothing fabrics
Natural resources, climate and other geographical factors influence kinds of shelter provided.	Discussing sources of raw materials used in building homes to determine those obtained locally	Parents FILM: *Homes Around The World,* Coronet, 1963
	Preparing file of pictures of homes in various countries and reporting on reasons for architectural differences	Magazines
	Making houses to represent shelter in different geographic locations: hot, cold and dry regions	Construction materials
Natural resources, climate and other geographical factors influence work that people do.	Discussing natural resources involved in work parents do	Parents
The beauty and orderliness of nature contribute to the economy of an area.	Visiting parks and other places of beauty in the area to note employment resulting from tourism	Park service Parks visited
	Writing stories and singing songs about ways pupils cooperate in keeping the community clean and attractive	Language textbook Music books

HUMAN RESOURCES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.		
People have innate ability to improve themselves and their environment.	Making and applying criteria or standards by which children can judge their own work	Children's experiences
	Reading and discussing stories that show that children are important	Reading textbook
The varying abilities which people possess are needed to improve living.	Reading and role playing kinds of work people do to show living conditions have been improved	BOOKS: Aliki: *The Story of William Penn,* Prentice-Hall, c1964 Behrens: *Soo Ling Finds A Way,* Golden, c1965 Peterson: *Jane Addams,* Garrard, c1965 Potter: *The Tailor of Gloucester,* Hale, c1903
People adapt and develop natural resources to improve living.	Examining and discussing fruits grown on dwarf trees	MAGAZINE: *Virginia Wildlife,* Commission of Game and Inland Fisheries Catalogues
HUMAN RESOURCES SHOULD BE CONSERVED.		
Protection and preservation of health are necessary for conservation of human resources.	Writing stories about: "The Cost of a Bad Cold," "Why I Take Shots," "It Pays to Brush Your Teeth"	Health textbook FILM: *How to Catch a Cold,* ICP, 1951 BOOKS: Pyne: *The Hospital,* Houghton, c1962
The wise use of work time and leisure time is important to the well-being of individuals.	Writing stories about "How I Used My Time Well"	Children's experiences
	Keeping individual records on use of leisure time	Records
Intelligent choice of work enables each individual to make the best use of time, effort and ability.	Dramatizing a situation in which no one is fitted for the job he tries to do	Children's experiences BOOK: Nic Leodhas: *Always Room For One More,* Holt, c 1965
	Discussing ways neighbors help one another during a storm to show that people depend upon each other	Citizens
	Writing creative stories about the satisfaction experienced when one works for people without receiving pay	Children's experiences

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Regulations and laws help protect people.	Discussing regulations made to protect people in the community	Sanitation officer Policeman
People conserve effort by pooling human resources and dividing labor.	Making a mural that shows the number of people and kinds of work needed to build a house or a school	Art materials Home or school under construction
EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.		
Each person has responsibility for developing and using his abilities to contribute to community life.	Keeping a list of ways that members of the class help community living	Community
Each person has responsibility for care of personal and community property.	Taking a field trip to observe care of property	FILM: *Beginning Responsibility: Other People's Things,* Coronet, 1953
THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.		
Human resources are developed through freedom to use individual initiative.	Listing store owners in community who have established businesses and discuss why each chose his particular kind of work	Community stores BOOKS: *About* Series, Melmont Burkhardt: *Our Neighborhood,* Benefic, c1961
Man's welfare is determined by application of knowledge and skill in using natural resources.	Observing items in classroom to determine the natural resources from which they came and discussing how man has used these resources to meet his needs	Classroom
Every individual has responsibility for contributing to the well-being of others.	Dramatizing and developing rules for cleanliness and sanitation for school and community	Nurse Doctor Sanitation officer Samples of natural resources
PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.		
Individuals, communities, regions and nations are economically interdependent.	Visiting a dairy or a bakery and listing items which came from other places	Dairy Bakery BOOK: Banks: *How We Get Our Dairy Foods,* Benefic, c1963
Achievements of the past improve ways of living in the present and in the future.	Drawing pictures to show how travel is different today from that of pioneer days Writing tall tales predicting how people will travel in the future	Art materials BOOK: Kane: *What Is Space?* Benefic, c1962

PRODUCTION OF GOODS AND SERVICES

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.		
Wealth is often measured in terms of goods produced.	Discussing ways goods and services produced by an individual are beneficial to the community, state and nation	Principal Cafeteria Manager
Nature of goods produced and services rendered is determined by needs and wants of people.	Exhibiting and discussing goods produced in the community that can be sold or traded with other communities	Community people Advertisements BOOKS: Evers: *The Brave Little Steam Shovel,* Grosset, c1951 McIntire: *Working Together,* Follett, c1965
Greater productivity results in a higher standard of living.	Visiting factories and discussing the operation of machinery and assembly-line production as a means of improving living	Factories BOOKS: Elting: *Machines at Work,* Harvey, c1962 Carlisle: *The True Book of Automobiles,* Children's Press, c1965
LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.		
All honest labor is dignified and respectable.	Discussing the importance of the role every participant plays in the production of a program, play, puppet-show and party	Children's experiences
Division of labor or specialization increases production.	Reporting on kinds of specialized work needed in a construction job such as building a road or a home	BOOKS: Bate: *Who Built the Highways?* Scribner, c1953 Bate: *Who Built the Bridge?* Scribner, c1954 FILMSTRIP: *Building a House,* EMC, 1960
The nature of work changes over periods of time and with advances in technology.	Inviting community workers to discuss changes in the work they do because of automatic devices	Community workers

PRODUCTION OF GOODS AND SERVICES

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.		
Producers constantly search for more effective ways to use natural resources.	Constructing a bulletin board showing items made from such natural resources as coal, wood, sand, or soil	Samples of natural resources
Areas of production frequently develop near locations of natural resources.	Visiting a farm and discussing how the farmer uses the soil	BOOK: Sootin: *Let's Go to a Farm,* Putnam, c1958 Farmer
CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.		
Capital for production is provided by individuals through savings invested in companies and institutions.	Surveying the city to note the many types of businesses and discussing where money comes from to start businesses	BOOK: Stanek: *How People Live in the Big City,* Benefic, c1964
Capital purchases facilities for production.	Interviewing poultry men, dairy men or managers of small industries to list equipment and facilities purchased to operate businesses	Resource people
Profit from production pays salaries of workers.	Visiting a food or department store and noting the many workers who must be paid in order to run the business	BOOK: Goodspeed: *Let's Go to a Supermarket,* Putnam, c1958
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.	Collecting pictures of new styles of automobiles and discussing how manufactures use profits to improve automobiles and to change styles	BOOK: Butler: *Let's Go to an Automobile Factory,* Putnam, c1962
MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.		
Management has the responsibility for making decisions which affect production.	Discussing the responsibilities of the city manager for planning garbage collection and for an adequate water supply	BOOK: Cochrane: *Let's Go to a Sanitation Department,* Putnam, c1958
Labor and management have responsibility to each other and to the public for maintaining production.	Writing stories of what could happen if all means of traveling or sending mesages should break down	BOOKS: Posell: *True Book of Transportation,* Childrens Press, c1957 Miner: *True Book of Communication,* Childrens Press, c1960

PRODUCTION OF GOODS AND SERVICES

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.		
New and improved products are developed by government and industry through science and research.	Comparing how people printed books in early days with methods used today	BOOK: McCabe: *How Printing Helps Us,* Benefic, c1964
Mass production makes it possible for people to enjoy more goods at lower costs.	Displaying models or pictures of farm machinery which help the farmer to produce more food with less help	BOOK: Sootin: *Let's Go to a Farm,* Putnam, c1958
Automated techniques release man power for other production or leisure activities.	Visiting a bakery to see machines which make bread and discussing how machines provide people with more leisure time	BOOK: Buchheimer: *Let's Go to a Bakery,* Putnam, c1956
Increased leisure time creates the demand for new goods and services.	Painting pictures showing how families have fun and listing the equipment or items used in the recreation	Art materials

DISTRIBUTION OF GOODS AND SERVICES

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.		
Advertising creates demand for wide distribution of goods and services.	Making posters to show how people in the community advertise products or services	Field trip BOOK: Burleigh: *How Engines Talk,* Follett, c1961
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.	Drawing pictures to show modes of transportation used in transporting raw materials and finished products: logs to lumber and cotton to clothing, coal from the Southwest through Hampton Roads to the rest of the world	FILMSTRIP: *Transportation, Planes, Trains,* EMC, 1957 Maps and Globes BOOKS: Burleigh: *Piggyback,* Follett, c1962 Carlisle: *About Roads,* Children's Press, c1965 Floethe: *The Story of Lumber,* Scribners, c1962
Modern transportation makes possible wide distribution of goods and services.	Writing stories about kinds of transportation needed in the lives of school children	FILM: *Buses That Serve the Community,* FA, 1966 BOOKS: Rosenfield: *Let's Go To A Freight Yard,* Putnam, c1958 Carlisle: *The True Book of Bridges,* Children's Press, c1965
Many means of communication facilitate distribution.	Reading to develop understanding of the types of communication needed to distribute goods Listing uses of telephone in distributing goods and obtaining services	FILMS: *Helpers Who Come To Our House,* Coronet, 1956 *The Toy Telephone Truck,* Coronet, 1953 BOOKS: McCabe: *How Communication Helps Us,* Benefic, c1964 Burleigh: *How Engines Talk,* Follett, c1961

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DISTRIBUTION OF GOODS AND SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.		
Many people act as middlemen by performing services necessary to move goods from producer to consumer.	Interviewing lunchroom personnel to see where foods originate and people involved in getting these foods to school	School personnel FILMSTRIP: *Wholesale Produce Market,* Bailey, 1966
Modern methods of distribution create new jobs and the need for additional services.	Drawing pictures of means of transporting goods today as contrasted with means used by Indians	Art materials
	Discussing jobs parents hold in the community to find out if these are new jobs: catering service and employment agencies	Parents

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.		
Consumption is the motive for production.	Listing and discussing goods and services children use daily	Children's experiences
The amount of money earned or credit available determines the individual's potential consumption of goods and services.	Writing number problems using 5¢, 10¢, 25¢, 50¢ and $1.00 to show relationship of money or credit to actual purchase	Arithmetic textbook
Consumers have freedom to choose goods and services in a free economy.	Listing of choices in selection of goods and services made during a day	Children's experiences
COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.		
Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.	Noting difference in price of sleds or snow removal equipment in different seasons	Local merchants Newspaper advertisements
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.	Keeping record of the price of locally grown produce at different times of the year	Grocery store Food advertisements

MONEY

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.		
Trading or bartering is a way of exchanging goods and services without the use of money.	Reading stories about trading among primitive people and in frontier communities	BOOK: Langstaff: *The Swapping Boy,* Harcourt, c1960
	Collecting things that have been and are being used for money	BOOK: Campbell: *Nails to Nickels,* Little, Brown, c1960
Money pays for goods and services that people need and want.	Collecting money and keeping a record of classroom purchases of milk, stamps and school lunch	BOOK: Kirn: *Two Pesos for Catalina,* Rand, c1962
	Preparing orders for articles from mail order companies	Children's experiences
	Dramatizing as well as pantomiming to musical accompaniment stories about the uses of money	Music books
	Solving problems dealing with spending money	Children's experiences
Money cannot buy everything that people need and want.	Drawing pictures of volunteer workers to understand their services	Resource people
MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.		
Money has value in terms of goods purchased and services performed.	Discussing cost of school lunches in comparison with restaurant prices	Children's experiences Restaurant menus
Money is made of paper or metal for convenience.	Exhibiting coins and paper bills	Coins and paper money
Money is legal tender when it is guaranteed by the government.	Examining coins and discussing paper money to note U.S. government inscriptions	Coins and paper money Children's experiences
Each metal coin and paper bill has definite name and value.	Discussing the value of coins and paper bills	BOOKS: Elkin: *The True Book of Money,* Children's Press, c1960 Corcos: *Joel Spends His Money,* Abelard, c1954 Wilcox: *What is Money?* Steck, c1959

MONEY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A check or money order may be used in place of money in purchasing goods and services.	Discussing use of checks, credit cards and money orders	BOOKS: Hutchinson: *Coins and Currency,* Follett, c1957
	Filling out a money order form	Rosenfield: *Let's go to the U. S. Mint,* Putnam, c1960
Money values change over periods of time and in different countries.	Preparing a bulletin board showing money from other lands and equivalents to money of the United States	BOOK: Hine: *Money Round the World,* Harcourt, c1963
MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.		
The amount of money received varies according to skill and quality of work performed.	Listing jobs children do for family and neighbors to show that the amount of money received varies according to the work done	Children's experiences
All work requires education or training for skill development.	Listing some of the skills needed in doing certain jobs well	BOOKS: Kunhardt: *Gas Station Gus,* Harper, c1962 Ipcar: *The Lobster Man,* Knopf, c1962
Work requiring more education or greater skill development usually provides higher income.	Discussing reasons why specialists in medicine and other professions receive more money for services rendered	Principal Librarian
A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.		
Budgeting apportions family income to meet needs, wants and emergencies.	Making a plan for spending a weekly allowance	Children's experiences
	Discussing use of allowance and importance of saving	Children's experiences
Budgeting money can help families and governments to live within incomes.	Discussing and showing how a budget or plan for spending the family income can help families meet their needs and wants	Parents
Savings should be a part of every budget.	Purchasing savings stamps or making deposits to savings accounts	Teachers and principal
Money earned and saved helps to provide financial security.	Discussing times when a family needs savings	Parents

MONEY

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.		
Money is spent more wisely when the value of products and services is known.	Discussing how one determines the value of products and services in order to make wise purchases	Resource people
Quantity and quality are factors which determine cost of a product or service.	Interviewing resource people to learn how both quantity and quality are important in determining the cost of a product or service	Resource people
BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.		
Banks are safe places to keep money.	Organizing a classroom savings club in cooperation with a local bank	BOOK: Sootin: *Let's Go to a Bank,* Putnam, c1957
Banks pay interest for use of money.	Inviting a banker or another resource person to explain the use made of money deposited in a bank	Resource people
Interest is paid to banks for use of money.	Making a classroom bank to develop understanding of such banking procedures as deposits, interests, borrowing and withdrawing money	Resource people
Banks provide varied services.	Inviting the principal or a parent to discuss the kinds of services received from a bank	Principal Parent

TAXES

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES		
Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.	Collecting evidence that taxes are paid	Car license plates Dog tags Revenue stamps Slips from grocery store
Taxes are necessary to support county, city, state and federal governments.	Listing services provided through taxes	Resource people Local maps
Payment of taxes to support government is a responsibility of all people.	Writing stories to show that each person is responsible for paying taxes to provide needed services	Resource people
People benefit from taxes paid.	Making a mural showing services that the government provides, such as education, health and police protection	BOOKS: Bate: *Who Built the Highway?* Scribner, c1953 Bate: *Who Built the Bridge?* Scribner, c1954 Bate: *Who Built the Dam?* Scribner, c1958 Beim: *Country School,* Morrow, c1955
	Arranging bulletin board showing the way tax money is spent: public buildings, highways, parks, and services of community helpers	Parents and other resource people
TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.		
Such facilities as schools, highways and parks belong to all citizens.	Discussing ways tax money is spent in city, state and country	Pictures BOOK: Burleigh: *Shoofly,* Follett, c1963
	Visiting places within the community to see how tax money is used	Buildings in community
Protection and care of public property help to save tax money to provide more and better services and facilities.	Collecting pictures and newspaper articles to show how taxes are used for improvements in the community	Newspapers
	Discussing ways children can help in preventing destruction of property	Children's experiences

FREE ENTERPRISE ECONOMY

Grade 3

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.		
People have the right to own property.	Writing stories about the pleasure and privilege of ownership	Children's experiences
People have the right to exercise freedom of choice.	Writing stories about reasons for selecting a particular book at the library, a sandwich at the lunch counter or a sweater at the clothing store	Samples of library books Cafeteria
	Interviewing parents and members of the community to determine reasons for selecting occupations	BOOKS: Radlauer: *About Fathers at Work,* Melmont, c1958 Colonius: *At The Bakery,* Melmont, c1954 Colby: *Night People,* Putnam, c1961 Parents Community workers
People compete in providing goods and services.	Discussing how stores use trading stamps and other devices to compete with each other	Trading stamps Catalogues Magazines
People have the right to make a profit.	Planning a lemonade or cookie sale, figuring cost of sales and setting prices that will allow a fair profit	Arithmetic materials
	Making story problems about buying and selling a basket of apples or other items to show how profit is made	Children's experiences
FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.		
Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.	Making a mural of ways youth are participating in citizenship organizations and activities	Scout leaders
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.	Drawing picture story of the varied jobs required in producing a specific product	Art materials

FREE ENTERPRISE ECONOMY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Various groups influence the economy as common interests are expressed.	Choosing individuals to represent the class in school-wide activities and organizations	School handbooks
FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.		
Work offers people the opportunity to earn an income which makes possible a higher standard of living.	Interviewing grandparents to learn about types of work, homes, transportation, and communication when they were young as compared with today	Grandparents
Education and the development of skills contribute to a higher standard of living.	Discussing people who must go to school to prepare for work: doctors, lawyers, druggists and typists	Resource people
Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.	Discussing films showing how more efficient production methods lower the cost of products	FILM: *Eggs to Market: The Story of Automated Egg Processing,* FAC, 1965
	Collecting pictures of products which improve health and safety conditions: toothbrushes, seat belts and door locks	Magazines Advertisements
	Collecting pictures of products which make work more efficient and create more leisure time: electric mixers and dishwashers	Newspapers Catalogues
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.	Discussing how credit buying makes it possible for a family to purchase such things as houses and automobiles	Parents

GRADE 4

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.		
Man depends upon natural resources for his basic needs: food, clothing and shelter.	Reading stories to show how man used natural resources to raise food, build homes, travel and provide clothes in early Virginia	BOOK: Farquhar: *Colonial Life in America,* Holt, c1962
The kind of work people do is determined by the availability of materials supplied by nature.	Discussing how the resources of the community and the availability of other resources have influenced the occupation and population of the community	Resources in community Department of Conservation and Economic Development
Natural resources can influence the population of an area.	Listing and discussing the most important natural resources in the community and State to understand the effect on population	BOOKS: Thompson: *Wonders of Our National Forest,* Dodd, c1961 Collins: *The Community of Living Things in Forest and Woodland,* Creative Educational Society, c1960 Geography textbook
Wise use of natural resources is an individual and group responsibility.	Writing stories to show how the work of George Washington, Thomas Jefferson and other early Virginians improved farming	FILMSTRIPS: *Conserving Resources,* AEM, 1960 *Conserving Our Natural Resources,* EBF, 1961 Biographies of Washington and Jefferson
	Giving reports on activities to show how Virginians today prevent soil erosion and forest fires	BOOKS: Haines: *John Muir, Protector of The Wilds,* Abingdon, c1957 Dillon: *Salmon,* Follett, c1962 Virginia history and geography textbook
	Inviting a representative of soil conservation to give demonstrations on prevention of soil erosion	Soil conservation personnel

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
NATURAL RESOURCES SHOULD BE CONSERVED.		
Natural resources can become exhausted.	Preparing maps to show reforestation, soil conservation and other conservation projects under way in the community	BOOK: Telfer: *About Salt,* Children's Press, c1965 Resource people Maps
Natural resources may be damaged or destroyed by man or the forces of nature.	Planning projects to overcome soil erosion on the school grounds	County agent
	Planting grass in bare or eroded spots on the school ground	Seeds, hoes, rakes, fertilizer
Conservation of natural resources is a responsibility of man.	Listing ways one can practice good conservation to show that men must protect and conserve, as well as enjoy, natural resources	BOOKS: Gringhuis: *From Tall Timber,* Albert Whitman, c1964 Burt: *Luther Burbank,* Bobbs, c1962 Stevenson: *George Carver, Boy Scientist,* Bobbs, c1959 Wilcox: *A New Everyday Science Story—David's Ranch,* Children's Press, c1965
	Making murals to show the necessity of conserving the purity of air and water	Chamber of Commerce City enginer State Planning Commission
	Reading and reporting on efforts of such people as George Carver and Theodore Roosevelt, to conserve or protect plant and animal life	Encyclopedias BOOK: Parks: *Teddy Roosevelt,* Bobbs, c1961
	Inviting community workers to talk on conservation practices	Local game warden Forest ranger Fire marshal BOOK: Hyde: *What Does a Forest Ranger Do?* Dodd, c1964
Some natural resources are protected by laws.	Listing and discussing regulations to protect plants and animals in Virginia	Garden clubs
	Preparing charts picturing plants and animals protected by regulations	Commission of Game and Inland Fisheries

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.		
Natural resources, climate and other geographical factors influence kinds of foods produced.	Making maps to show foods produced in Virginia	Resource people State maps BOOKS: Darbois: *Tacho, Boy of Mexico,* Follett, c1961 Darbois: *Hassan, Boy of the Desert,* Follett, c1961
	Writing stories comparing use made of food resources in colonial times and today	History and geography text books BOOKS: Darbois: *Ackouna, Boy of the Arctic,* Follett, c1962 Darbois: *Agossi, Boy of Africa,* Follett, c1962
Climate and other geographical factors influence kinds of clothes worn.	Reading and reporting on seasonal change in coats of fur bearing animals and plumage of birds	Language textbook Encyclopedia Science books
Natural resources, climate and other geographical factors influence kinds of shelter provided.	Making murals to show change in homes as families moved to new places and built permanent communities	Art materials BOOKS: Darbois: *Tacho, Boy of Mexico,* Follett, c1961 Darbois: *Hassan, Boy of the Desert,* Follett, c1961
Natural resources, climate and other geographical factors influence work that people do.	Reading and reporting on how climate and weather services provided through the Weather Bureau forecasts affect the work of farmers, fishermen, construction workers and store owners	BOOKS: Moore: *Once Upon a Season,* Abingdon, c1962 Justus: *Winds A' Blowing,* Abingdon, c1961 Darbois: *Agossou, Boy of Africa,* Follett, c1962 Darbois: *Ackouna, Boy of the Arctic,* Follett, c1962 Follett: *Little Creek, Big River,* Follett, c1961

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		FILM: *Weather Scientists,* UWF, 1961
	Organizing pictures and news articles to show how industry in Virginia is dependent upon natural resources	Radio and television Magazines and newspapers
The beauty and orderliness of nature contribute to the economy of an area.	Discussing how natural wonders, national parks and other tourist attractions contribute to the economy of Virginia	FILM: *Natural Wonders of Virginia,* State Dept. of Ed., 1961 Virginia Division of Forestry

HUMAN RESOURCES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.		
People have innate ability to improve themselves and their environment.	Reading stories to show how many people with varying abilities contributed to the development of early Virginia	Virginia history textbook BOOKS: Farquhar: *Colonial Life in America,* Holt, c1962 Barton: *Patrick Henry,* Bobbs, c1960 Kirk: *Sigemi, A Japanese Village Girl,* Harcourt, c1965
The varying abilities which people possess are needed to improve living.	Constructing dioramas to show various types of apprenticeship in Colonial Virginia and how they differ from the present on the job training programs	BOOKS: Frisbee: *John F. Kennedy, Young Statesman,* Bobbs, c1964 Hanff: *Early Settlers In America,* Grossett, c1965 FILM: *Eighteenth Century Life in Williamsburg, Virginia,* Colonial Williamsburg
People adapt and develop natural resources to improve living.	Reading and discussing ways Lewis, Clark and others used natural resources to improve ways of living	BOOKS: Bebenroth: *Meriwether Lewis: Boy Explorer,* Bobbs, c1962 Blassinghame: *Sacagawea, Indian Guide* Garrard, c1965 Latham: *George W. Goethals,* Garrard, c1965
HUMAN RESOURCES SHOULD BE CONSERVED.		
Protection and preservation of health are necessary for conservation of human resources.	Viewing films to show how protection and preservation of health are necessary to conserve human resources	FILM: *Health in Our Community,* EBF, 1960
The wise use of work time and leisure time is important to the well-being of individuals.	Keeping a daily schedule of how work or leisure time is spent	Children's experiences
	Dramatizing to show ways one can make wise use of work and leisure time	Children's experiences

HUMAN RESOURCES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Intelligent choice of work enables each individual to make the best use of time, effort and ability.	Inviting community people to discuss reasons for choosing an occupation	Community people
	Writing and dramatizing scenes about the work of the early settlers of Virginia	History textbook
Regulations and laws help protect people.	Inviting city or State policemen to discuss traffic regulations which are necessary for safety	Policemen
People conserve effort by pooling human resources and dividing labor.	Discussing the efficiency of the assembly line approach to production as compared to other methods	FILMS: *Eggs to Market: The Story of Automated Egg Processing,* FAC, 1965 *Our Changing Way of Life—The Dairy Farmer,* EBF, 1966
EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.		
Each person has responsibility for developing and using his abilities to contribute to community life.	Discussing the roles of various community workers in providing for safe and healthy living	Nurse Policeman Truck driver
	Viewing films to show individual responsibility for safety in the expanding community	FILMS: *Safety in the Home,* EBF, 1965 *Safety on the Street,* EBF, 1965
Each person has responsibility for care of personal and community property.	Keeping records of money spent for school supplies: figuring cost of classroom furniture or cost of clothes to show value of personal or community property	Catalogues Newspaper advertisements
THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.		
Human resources are developed through freedom to use individual initiative.	Inviting people in the community to discuss need for work and training for self improvement	Community people
	Writing reports entitled, "What Will My Life Work Be?"	BOOKS: Busby: *What Does a Librarian Do?* Dodd, c1963 Johnston: *What Does a Policeman Do?* Dodd, c1959

HUMAN RESOURCES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Discussing importance of education and job training to work	Encyclopedias U.S. Army Studies Chamber of Commerce U.S. Office of Education Guidance Department
	Making a chart to show job opportunities in the community from which people can select a vocation	Chamber of Commerce
Man's welfare is determined by application of knowledge and skill in using natural resources.	Making models of pioneer homes, flatboats and covered wagons to show how man uses natural resources, comparing past and present	FILMS: *Children of the Colonial Frontier,* McGraw, 1963 *Homer Around the World,* Coronet, 1963 BOOK: Harmer: *True Pioneers,* Children's Press, c1957
	Reporting on contributions to human welfare made by Virginians and others, such as: John Smith, Tom Savage, Walter Reed, Cyrus McCormick, Booker T. Washington, John Deere and Gail Borden	FILMS: *Tom Savage: Boy of Early Virginia,* EBF, 1958 *Booker T. Washington,* EBF, 1951 BOOKS: Stevenson: *Booker T. Washington,* Bobbs, c1960 Higgins: *Walter Reed,* Bobbs, c1961 Bare: *John Deere—Blacksmith Boy,* Bobbs, c1964 Dobler: *Cyrus McCormick,* Bobbs, c1961 Paradis: *Gail Borden—Resourceful Boy,* Bobbs, c1964
	Mapping water resources of the area to show how man has harnessed it to meet needs	FILM: *Water From Farm and City,* USDA, 1960
	Making mural of local community to show how man has made changes in the surface of the land to meet his changing needs	Art materials

HUMAN RESOURCES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Discussing ways land is utilized by man: farming, housing and recreation	Farmer Building contractor Recreation director
Every individual has responsibility for contributing to the well-being of others.	Making a list of the services in a community which children and adults perform without pay	Children's experiences Community people
	Surveying the community to determine the helpers who make a contribution to daily living: transportation, communication and sanitation	FILMSTRIPS: *Land Transportation,* EMC, 1964 *Water Transportation,* EMC, 1964 *Air Transportation,* EMC, 1960 *Early Communication,* EMC, 1964 *Electricity in Communication,* EMC, 1964 BOOKS: Gardner: *Sky Pioneers,* Harcourt, c1963 Henry: *Elizabeth Blackwell,* Bobbs, c1961 Widdemer: *Aleck Bell,* Bobbs, c1962
PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.		
Individuals, communities, regions and nations are economically interdependent.	Making an exhibit of goods produced in Virginia to show how one section depends on another	History and geography textbook
	Visiting stores to note products produced in other parts of the State, nation and world	Grocery store FILMS: *Foreign Marketing Newsreel,* USDA, 1963 *The Story of the Wholesale Market,* Churchill, 1965
Achievements of the past improve ways of living in the present and in the future.	Discussing inventions that have brought about improved ways of living	FILMS: *Thomas Edison,* McGraw, 1963 *Inventions in America's Growth, 1750-1850, 1850-1910* Coronet, 1956 *Benjamin Franklin,* EBF, 1951

HUMAN RESOURCES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Reading and reporting on such persons as: Thomas Jefferson, Patrick Henry, Benjamin Franklin and Thomas Edison to show contributions to improved ways of living	FILMS: *Inventions of Alexander Graham Bell,* SND, 1960 *Thomas Jefferson,* EBF, 1949 *Patrick Henry of Virginia,* State Dept. of Ed., 1948
	Preparing a scrapbook to show how experiments with such products as soybeans, peanuts, coal and pine trees have improved ways of living	Magazines and newspapers BOOK: Carona: *Magic Mixtures, Alloys and Plastics,* Prentice Hall, c1963

PRODUCTION OF GOODS AND SERVICES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.		
Wealth is often measured in terms of goods produced.	Making illustrated charts showing products that represented wealth in the colonies	Virginia history textbook
Nature of goods produced and services rendered is determined by needs and wants of people.	Preparing a memorandum of goods to be purchased in England for a Williamsburg family	Virginia history textbook
Greater productivity results in a higher standard of living.	Writing stories contrasting the highest standard of transportation in early Virginia with the best modern transportation	Virginia history textbook Encyclopedias
LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.		
All honest labor is dignified and respectable.	Making booklets to show contributions of all people whose work is involved in health, safety, education or agriculture	Magazines Brochures on Colonial Williamsburg
Division of labor or specialization increases production.	Reporting on the work of craftsmen in Colonial Williamsburg	BOOKS: Fisher: *The Glass Makers,* Watts, c1964 Fisher: *The Wig Makers,* Watts, c1965 Liffring: *Mike and Dick On A Washington Apple Farm,* Follett, c1962
The nature of work changes over periods of time and with advances in technology.	Collecting pictures of implements or machines used in reaping grain in Virginia from 1607 to the present	FILMSTRIPS: *Plantation Life in Colonial Virginia,* Modern Learning Aids *Earning a Living in the Colonies,* Yoder, 1946 BOOK: Zaffo: *The Big Book of Real Building and Wrecking Machines,* Grosset, c1951
PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.		
Producers constantly search for more effective ways to use natural resources.	Examining samples of plywood to see how manufacturers utilize chips once wasted	Samples of plywood

PRODUCTION OF GOODS AND SERVICES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Areas of production frequently develop near locations of natural resources.	Locating areas of production within the states and discussing reasons for location of industries	Geography textbook Maps
CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.		
Capital for production is provided by individuals through savings invested in companies and institutions.	Visiting a bank to learn how banks lend money to companies which want to expand	Local banks FILM: *Money in The Bank and Out,* Churchill, 1965
Capital purchases facilities for production.	Discussing the many items a paper company needs in order to produce finished products for the public	BOOK: Cooke: *How Paper is Made,* Dodd, c1959
Profit from production pays salaries of workers.	Collecting newspapers and magazine articles to show how increased production in orchards or truck farms requires additional workers	Newspapers Magazines
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.	Discussing different modes of public transportation in the State and how each company invests some of its profits to maintain, improve, or expand service	BOOK: Cooke: *Behind the Scenes At The Airport,* Dodd, c1958
MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.		
Management has the responsibility for making decisions which affect production.	Listing decisions which managers of dairies must make to provide service to the public	BOOK: Goodspeed: *Let's Go to a Dairy,* Putnam, c1957
Labor and management have responsibility to each other and to the public for maintaining production.	Discussing the effects of a strike on people	BOOK: Buehr: *Harbors and Cargoes,* Putnam, c1955
SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.		
New and improved products are developed by government and industry through science and research.	Listing products available today which early settlers in Williamsburg and Jamestown did not have	BOOKS: Farquhar: *Colonial Life,* Holt, c1962 Barreson: *Let's Go to Colonial Williamsburg,* Putnam, c1961

PRODUCTION OF GOODS AND SERVICES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Mass production makes it possible for people to enjoy more goods at lower costs.	Viewing film to discuss methods used in early Virginia to produce goods and to contrast these with methods in use today	FILMS: *Frozen Foods,* Bailey *Eighteenth Century Life In Williamsburg, Virginia,* Colonial Williamsburg
Automated techniques release man power for other production or leisure activities.	Drawing pictures to contrast variety of leisure activities of today with those of early Virginia	BOOK: Farquhar: *Colonial Life In America,* Holt, c1962
Increased leisure time creates the demand for new goods and services.	Locating recreation areas of the State and discussing goods and services used in recreation	Pictorial maps of Virginia BOOK: Hamill: *Let's Go To The National Park,* Putnam, c1962

DISTRIBUTION OF GOODS AND SERVICES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.		
Advertising creates demand for wide distribution of goods and services.	Collecting and reporting on symbols and slogans used in promoting Virginia products and services	Children's experiences Newspapers Magazines Brochures
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.	Preparing murals to show travel on Duke of Gloucester Street in Williamsburg in 1765 and 1965	Art Materials
Modern transportation makes possible wide distribution of goods and services.	Making reports contrasting shipment of tobacco in early days with the use of trucks on today's highways	BOOKS: Schwartz: *The Night Workers,* Dutton, c1965 Stevens: *The Trucks that Haul by Night,* Crowell, c1965
	Discussing economic values of land and water transportation	FILMS: *Transportation By Land,* McGraw, 1958 *Transportation By Water,* McGraw, 1958
Many means of communication facilitate distribution.	Arranging a bulletin board contrasting means of communication needed in the distribution of goods and services in colonial days and in the present	BOOKS: McCabe: *How Printing Helps Us,* Benefic, c1964 Hine: *A Letter To Anywhere,* Harcourt, c1965
	Writing a story pretending to be a boy or girl in early Jamestown to show how goods were distributed in colonial days	History and geography textbook FILMSTRIP: *Early Communication,* EMC, 1964
DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.		
Many people act as middlemen by performing services necessary to move goods from producer to consumer.	Reading books to show the services rendered by middlemen in transporting goods from the producer to the consumer	FILM: *The Story Of the Wholesale Mark* Churchill, 1965

DISTRIBUTION OF GOODS AND SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Modern methods of distribution create new jobs and the need for additional services.	Collecting pictures and making bulletin board displays to show occupations which have developed as a result of new methods of distribution of goods	Magazines Art materials FILMSTRIPS: *Big City—U.S.A.,* Eye Gate, 1958 *Some Neighborhood Helpers,* Eye Gate, 1958 BOOK: Harrison: *Find A Career In Auto Mechanics,* Putnam, c1964
	Writing stories about: "The Refrigerated Truck's Cargo", "The Trip Made By A Head Of Lettuce", "The Fish Caught In Norfolk And Eaten In Chicago"	Children's experiences

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.		
Consumption is the motive for production.	Reading and discussing goods and services consumed today which were not available in Colonial days	History and geography textbook Encyclopedias
The amount of money earned or credit available determines the individual's potential consumption of goods and services.	Writing stories about the need for earning money in order to become consumers of goods and services	Language textbook
Consumers have freedom to choose goods and services in a free economy.	Writing a story about an article of clothing and telling why the choice was a wise one	Children's experiences
COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.		
Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.	Observing prices of items during such holidays as Christmas or Thanksgiving, comparing these with after holiday prices and discussing why prices change at a particular time of year	Stores Newspapers
	Discussing how changes in the weather affect food supplies in a region	FILM: *The Weather Station,* McGraw, 1956
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.	Observing the effects of drought conditions on the supply and cost of farm produce	Trip to local areas Picture files

MONEY

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.		
Trading or bartering is a way of exchanging goods and services without the use of money.	Exhibiting articles used in the place of money	Pictures of shells, beads and wampum History textbook
	Dramatizing and pantomining to musical accompaniment the barter system using tobacco, corn and salt	BOOK: Langstaff: *The Swapping Boy,* Harcourt, c1960 Music books
Money pays for goods and services that people need and want.	Filling in a catalogue order blank showing goods a person might need or want and discussing the amount of money involved	Children's experiences
Money cannot buy everything that people need and want.	Writing stories about services which money cannot buy	STORY: *Story of King Midas*
	Reading stories which show that money is not everything	BOOK: Anderson: *The Nightingale,* Harper, c1965
MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.		
Money has value in terms of goods purchased and services performed.	Visiting the grocery store to locate best prices for food for a picnic	Grocery stores FILM: *Let's Visit a Shopping Center,* FAC, 1965
	Setting up standards to use in selecting books, play equipment and gifts for others	Resource people
	Writing stories about "Money I Wish I Had Not Spent," "When I Thought I Was Getting a Bargain"	Children's experiences
	Observing store windows to note how prices of articles differ and how prices change from time to time	A shopping center Advertisements of special sales
Money is made of paper or metal for convenience.	Discussing experiences when either paper or metal was more convenient	Children's experiences

MONEY

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Money is legal tender when it is guaranteed by the government.	Reading and reporting on why Confederate money is no longer used as legal tender	Confederate money
Each metal coin and paper bill has a definite name and value.	Exhibiting a collection of United States money	Exhibit of coins and paper bills
A check or money order may be used in place of money in purchasing goods and services.	Discussing how and why people use checks and money orders in purchasing goods	Samples of checks and money orders
Money values change over periods of time and in different countries.	Making a chart to show the change in cost of shoes or any other commodity over a period of time	Resource people
	Exhibiting coin collection to show different types of coins and their values	Coin collection
	Reading and discussing books about types of money	BOOK: Hine: *Money Round the World*, Harcourt, c1963
MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.		
The amount of money received varies according to skill and quality of work performed.	Making a survey of jobs for which children receive money	Children's experiences
All work requires education or training for skill development.	Inviting parents or others to talk about training needed for particular jobs	Resource people
Work requiring more education or greater skill development usually provides higher income.	Collecting newspaper and magazine articles that emphasize the need for education	Newspapers Magazines
A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.		
Budgeting apportions family income to meet needs, wants and emergencies.	Making weekly charts showing how an allowance is spent and saved	Children's experiences
Budgeting money can help families and governments to live within incomes.	Playing the role of an imaginary person in preparing a personal budget	Parents Children
	Dramatizing and pantomining to musical accompaniment a story of a family making a budget	Music books FILM: *Home Management—Why Budget?* McGraw, 1951

MONEY

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Savings should be a part of every family budget.	Discussing various ways in which a family saves money	Parents
Money earned and saved helps to provide financial security.	Reading books about children who help to earn and save money	BOOK: Carroll: *Tough Enough and Sassy,* Cadmus, c1958
	Discussing the buying of U. S. Savings Bonds and Stamps and how they can provide financial security	Resource people
	Discussing ways to decrease expenses of the family by being careful and conservative	Children's experiences
WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.		
Money is spent more wisely when the value of products and services is known.	Discussing television or radio advertising to enable children to recognize techniques used	Radio Television Advertisements
Quantity and quality are factors which determine cost of a product or service.	Making arithmetic problems showing quantity and quality in determining the cost of a product or service	Children's experiences
BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.		
Banks are safe places to keep money.	Using resource material to find out how people in colonial days safeguarded money	Encyclopedias FILM: *Using the Bank,* EBF
	Preparing bulletin board display of checks, deposit slips and withdrawal slips to develop understanding of the way deposits are safeguarded	FILM: *Money in the Bank and Out,* Churchill, 1965
	Listing situations when it is safer and more convenient to use checks than to use currency	Deposit slips, passbook, checkbook BOOK: Rosenfield: *Let's Go to the U. S. Mint,* Putnam, c1960

MONEY

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Banks pay interest for use of money.	Dramatizing the opening of a savings account, showing how the saver is benefited	Children's experiences Local banker
Interest is paid to banks for use of money.	Discussing films to develop understanding of the way banks provide money for private business	FILM: *Money in the Bank and Out,* Churchill, 1965
Banks provide varied services.	Visiting a bank to see various services offered	BOOK: Sootin: *Let's Go to a Bank,* Putnam, c1957
	Dramatizing and pantomiming to musical accompaniment various banking activities	BOOK: Rees: *At the Bank,* Melmont, c1957 Music books

TAXES

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.		
Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.	Listing and discussing the various types of direct taxes paid by a family for goods, services and licenses during a year	Parents
Taxes are necessary to support county, city, state and federal governments.	Discussing facilities and services provided by taxation in Virginia today that were not available to early settlers	BOOKS: Farquhar: *Colonial Life in America,* Holt, c1962 Rich: *First Book of Early Settlers,* Watts, c1959
Payment of taxes to support government is a responsibility of all people.	Reading about and discussing reasons for dissatisfaction which existed among the early settlers as a result of the tea tax and the Stamp Act imposed by King George III	Virginia history textbook Encyclopedias
People benefit from taxes paid.	Inviting the principal to talk about how tax supported public education benefits the community	Principal
	Listing services provided by taxes to gain an understanding of how people benefit	Resource people
TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.		
Such facilities as schools, highways and parks belong to all citizens.	Reporting on publicly owned facilities available to citizens in the area	Parents County clerk
Protection and care of public property help to save tax money to provide more and better services and facilities.	Discussing ways pupils can save tax money by wise use of school property	Children
	Making posters or cartoons to encourage protection of public property	Art supplies Magazines Newspapers
	Writing newspaper articles on "Why I am Responsible for Wise Use and Preservation of Public Services"	Children's experiences

FREE ENTERPRISE ECONOMY

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.		
People have the right to own property.	Comparing restrictions imposed on property owners today that were not necessary in early days in Virginia	History textbook Commissioner of Revenue
	Comparing types of property owned by early pioneers as compared with people today	Encyclopedias
	Discussing responsibilities assumed by owners of various types of property	Resource people
People have the right to exercise freedom of choice.	Reading and reporting on occupations of Colonial days to compare with types of work available to Virginians today	History textbook BOOKS: Farquhar: *Colonial Life in America,* Holt, c1962 Borreson: *Let's Go To Colonial Williamsburg,* Putnam, c1961 Rich: *First Book of Early Settlers,* Watts, c1959
	Making a bulletin board showing kinds of occupations in Virginia and discussing the part each plays in the free enterprise system	Art materials Pictures MAGAZINE: *Virginia Commonwealth*
People compete in providing goods and services.	Making an exhibit of devices used by manufacturers of tooth paste or soap to compete for the market	Advertisements Television Radio
People have the right to make a profit.	Comparing items of expense of a frontier store keeper with those of a supermarket operator	History textbook
FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.		
Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.	Discussing education of the children of early settlers of Virginia and why it became necessary to provide schools for children	History textbook

FREE ENTERPRISE ECONOMY

Grade 4

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Dramatizing incidents involving ways people react when informed and not informed	BOOK: Saunders: *Building Brooklyn Bridge,* Little, Brown, c1965
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.	Reading to find out how John Rolfe's promotion of the growth of tobacco influenced the economy of Virginia	History textbook Encyclopedias
Various groups influence the economy as common interests are expressed.	Reading and discussing ways colonists planned and worked together to promote the growth of corn, tobacco and other crops	History textbook
	Making a list of organized groups in Virginia that are working for the economic good of the State	Newspapers Materials from the Virginia State Chamber of Commerce
FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.		
Work offers people the opportunity to earn an income which makes possible a higher standard of living.	Constructing a bulletin board showing how people of Virginia earn a living and the types of things purchased with their earnings	Art materials
Education and the development of skills contribute to a higher standard of living.	Reading stories about how training was obtained by apprentices in Colonial days	BOOK: Nesbitt: *Captain John Smith's Page,* Lippincott, c1957
Better products make for improved health and safety conditions, efficient work, released time for leisure, and lower maintenance costs.	Collecting news articles which describe how products can improve health and safety and how more efficient methods and machines make released time for leisure and lower production costs	Newspapers Magazines
	Discussing ways new products can improve living conditions and make work more efficient	Children's experiences
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.	Writing skits to develop understanding of credit buying	Arithmetic textbook
	Discussing the advantages and disadvantages in advertisements offering goods which may be purchased on the installment plan	Newspapers Magazines Television Radio Catalogues and brochures

GRADE 5

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.		
Man depends upon natural resources for his basic needs: food, clothing and shelter.	Discussing films to learn how early Americans used natural resources to satisfy needs	BOOKS: White: *The American Indian,* Random, c1963 Hofsinde: *Indian Fishing and Camping,* Morrow, c1963 Webb: *Magic of Steel and Oil,* Merrill, c1965 Coe: *Trees,* Merrill, c1964 Parish: *The Story of Grains, Wheat, Corn and Rice,* Grosset, c1965 Buehr: *Cloth From Fiber to Fabric,* Morrow, c1965
	Arranging bulletin boards to show comparisons of early and present uses of natural resources	BOOKS: Speare: *Life in Colonial America,* Random, c1963 Tunis: *Frontier Living,* Random, c1961
The kind of work people do is determined by the availability of materials supplied by nature.	Making pictorial maps to show natural resources which contribute to the economy of various regions of the Western Hemisphere	BOOKS: Schloat: *Conchita and Juan, A Girl and Boy of Mexico,* Random, c1964 Evans: *Why We Live Where We Live,* Little, Brown, c1953 Hackler: *How Maps and Globes Help Us,* Benefic, c1966 Wood: *Enchantment of America—Canada,* Children's Press, c1964 Wood: *Enchantment of America-Mexico,* Children's Press, c1964 Dreany: *Our World,* Follett, c1958

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		FILM: *Oregon and its Natural Resources,* USBM, 1951 BOOKS: Dreany: *Life In the Arctic,* Follett, c1960 Tanner: *Our Indian Heritage,* Follett, c1961 Carpenter: *Enchantment of America* Series, Children's Press
	Discussing films on occupations in certain regions of the world to establish an understanding of how resources of an area influence the work of people	FILMS: *Virginia Fishing Industry,* State Dept. of Ed., 1955 *Let's Look At Maps,* State Dept. of Ed., 1949 BOOKS: Lenski: *Peanuts for Billy Ben* and other Regional Books by same author, Lippincott, c1952 *Filmstrips* (with records): *Alaska After Statehood,* Bailey, 1966 *Hawaii: Crossroads of the Pacific,* Bailey, 1966
	Constructing maps to show location of industries throughout the nation to indicate how natural resources are used in different regions	Maps Resource people
Natural resources can influence the population of an area.	Making maps of regions in the United States and relating density areas to natural resources	Atlas BOOK: Parker: *The 50 States,* Golden Press, c1965 FILMS: *Gold Rush Days,* Coronet, 1957 *Population Patterns In the U. S.,* Coronet, 1962

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Wise use of natural resources is an individual and group responsibility.	Discussing conservation laws and practices which protect natural resources Reading about and discussing farming practices that conserve soil	Parents Resource people BOOKS: Gates: *True Book of Farming,* Children's Press, c1959 Gartler: *Understanding Argentina,* Doubleday, c1964 Gartler: *Understanding Mexico,* Doubleday, c1964 Gartler: *Understanding Brazil,* Doubleday, c1964 Jeanes: *Water and the Thirsty Land,* Follett, c1961 Science textbook
NATURAL RESOURCES SHOULD BE CONSERVED.		
Natural resources can become exhausted.	Listing natural resources that are in danger of becoming exhausted or damaged	BOOKS: Church: *The Desert Water Hole,* Follett, c1962 Bridges: *Animal Adventures In Lands of Ice and Snow,* Golden Press, c1963
Natural resources may be damaged or destroyed by man or the forces of nature.	Collecting pictures to show damage to natural resources caused by man as well as forces of nature	Magazines Newspapers BOOKS: Bridges: *Animal Adventures In Lands of Ice and Snow,* Golden Press, c1963 Myrus: *A Man's Work,* Macmillan, c1965 Clifford: *The Wind Has Scratchy Fingers,* Follett, c1962
Conservation of natural resources is a responsibility of man.	Collecting pictures to show the proper and improper observation of laws of conservation in the United States Discussing films on the conservation of forests and other natural resources to develop an awareness of the need to conserve natural resources of the nation	Magazines Newspapers FILM: *Good Forest Management,* Virginia Forest Service, 1955

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		BOOKS: Winfred: *Plants, Food and People,* Coward McCann, c1964 Gringhuis: *Rock Oil to Rockets,* Macmillan, c1960 Thomson: *Wonders of Our National Parks,* Dodd, c1961 Harrington: *How People Live in Canada,* Benefic, c1965
	Discussing the necessity of conserving the purity of water and air in the nation	BOOK: Bauer: *Water: Riches Or Ruin,* Doubleday, c1958 PAMPHLETS: State Water Control Board, Richmond, Virginia State Air Pollution Board, Richmond, Virginia Bureau of Industrial Hygiene, Richmond, Virginia FILM: *House of Man, Our Changing Environment,* EBF, 1966 City engineer
	Inviting resource persons, game wardens, farm agents, fire prevention chiefs and forest rangers to give conservation information	Farm agents, forest rangers, game wardens and fire prevention chiefs
Some natural resources are protected by laws.	Listing regulations and laws governing the protection of plants and animals	Game warden
	Discussing films to indicate how individuals and groups protect natural resources	FILM: *The Forest,* USDA, 1962
	Reading and reporting on books about conservation of natural resources to learn how the nation has provided for protection	BOOKS: Sanderson: *The Continent We Live On,* Random, c1962 Martin: *Your National Parks: Yellowstone,* Putnam, c1965

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.		
Natural resources, climate and other geographical factors influence kinds of foods produced.	Preparing maps to show major reclamation projects in the United States	Maps
	Exchanging letters with pupils in other parts of the country to learn about conservation projects near homes	Language textbook BOOK: Clifford: *Ground Afire, The Story of Death Valley,* Follett, c1962
Climate and other geographical factors influence kinds of clothes worn.	Dressing dolls to show clothes worn during the winter months in all parts of the United States	Geography textbook Encyclopedias
Natural resources, climate and other geographical factors influence kinds of shelter provided.	Building models of homes showing uses made of natural resources and measures taken for protection against weather	Art materials Encyclopedias
Natural resources, climate and other geographical factors influence work that people do.	Making reports on dams and water sheds in the country to show influence upon the work people do	BOOK: Harmer: *About Dams,* Melmont, c1963
	Listing occupations of people in regions of the nation to develop an awareness of differences in work	FILMSTRIP: *Conserving Resources,* EMC, 1960 BOOK: Lent: *Men at Work* Series, Putnam, c1961
	Reading to learn why certain locations are better suited for some occupations than others	BOOKS: Gringhuis: *Of Ships and Fish and Fishermen,* Albert Whitman, c1963 Carr: *Natural History Adventures,* Golden Press, c1964 von Malitz: *The Rhone River of Contrasts,* Garrard, c1965 Nowlan: *The Shannon River of Loughs and Legends,* Garrard, c1965

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Hurd: *Sailors, Whalers, and Steamers,* Lippincott, c1964 Havinghurst: *The First Book of the California Gold Rush,* Watts, c1962
The beauty and orderliness of nature contribute to the economy of an area.	Preparing posters reminding tourists to preserve the beauty and orderliness of nature	BOOKS: Johnson: *Outdoors: Adventures in Conservation,* Houghton, c1957 Jeanes: *Grand Canyon Hike,* Follett, c1962 Wood: *Grand Canyon, Zion, Bryce Canyon,* Follett, c1963 Wood: *Great Smoky Mountains, Everglades, Mammoth Cave,* Follett, c1964 Wood: *Mount Rainier, Mount McKinley, Olympic,* Follett, c1964 Wood: *Rocky Mountain,* Follett, c1963 Wood: *Yellowstone Glacier, Grand Teton,* Follett, c1963 Wood: *Yosemite Sequoia, Kings Canyon Hawaii,* Follett, c1963

HUMAN RESOURCES

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.		
People have innate ability to improve themselves and their environment.	Reading to find out the roles played by members of the family in the Westward Movement	History textbook BOOK: Saunders: *Building Brooklyn Bridge,* Little, Brown, c1965
The varying abilities which people possess are needed to improve living.	Writing stories showing the kinds of jobs available to people in the Westward Movement	History textbook
	Comparing the number of jobs available today with those of earlier periods in history	Reference books Resource people
	Viewing films about heroes who earned respect through deeds and efforts	FILMS: *Thomas Edison,* McGraw, 1963 *Captain John Smith, Founder of Virginia,* EBF, 1955 BOOKS: Millender: *Crispus Attucks, Boy of Valor,* Bobbs, c1965 Weil: *Eleanor Roosevelt, Courageous Girl,* Bobbs, c1965 Savitt: *A Day at the LBJ Ranch,* Random, c1965 Disney: *Walt Disney's America,* Golden Press, c1965
People adapt and develop natural resources to improve living.	Listing uses made of certain natural resources	BOOKS: Burt: *Luther Burbank, Boy Wizard,* Bobbs, c1962 Sherman: *You and the Oceans,* Children's Press, c1965 Stevenson: *George Carver, Boy Scientist,* Bobbs, c1959 Aulaire: *Benjamin Franklin,* Doubleday, c1950
	Locating and describing uses made of national parks	Melbo: *Our Country's National Parks,* Vol. I and II Bobbs, c1964

HUMAN RESOURCES

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
HUMAN RESOURCES SHOULD BE CONSERVED.		
Protection and preservation of health are necessary for conservation of human resources.	Making charts to show that protection and preservation of health are essential in conserving human resources	Health textbook Art materials
The wise use of work time and leisure time is important to the well-being of individuals.	Planning a list of leisure time activities to show ways one may spend time when not working	Textbooks Children's experiences BOOK: Boehnn: *Knitting Without Needles,* Sterling, c1963
	Engaging in role-playing to show wise use of leisure time	Children's experiences
Intelligent choice of work enables each individual to make the best use of time, effort and ability.	Viewing films to learn about selection of occupations	FILM: *Finding the Right Job,* Coronet
	Making reports to show that one must give an honest day's work for a day's pay	Children's experiences
Regulations and laws help protect people.	Presenting plays about regulations and laws which protect people	Children's experiences
People conserve effort by pooling human resources and dividing labor.	Choosing work in the drawing of a mural to exemplify the division of labor	Classroom experiences
EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.		
Each person has responsibility for developing and using his abilities to contribute to community life.	Listing various community workers who contribute to community life and showing how each person is involved in this endeavor	BOOKS: Disney: *Walt Disney's America,* Golden Press, c1965 Fisher: *The Papermakers,* Watts, c1965 Fisher: *The Hatters,* Watts, c1965 Fisher: *The Printers,* Watts, c1965
Each person has responsibility for care of personal and community property.	Evaluating and summarizing a panel discussion concerning the necessity for the care and protection of public and private property	Principal Superintendent of Maintenance Playground director

HUMAN RESOURCES

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.		
Human resources are developed through freedom to use individual initiative.	Reading and reporting on how people have utilized human resources to lend inspiration to others	Textbooks
	Discussing the advantages of developing individual responsibility for self improvement	FILMSTRIP: *Benjamin Franklin,* EBF, 1959
	Holding a panel discussion on the topic, "Freedom to Learn in the United States"	Encyclopedias
Man's welfare is determined by application of knowledge and skill in using natural resources.	Visiting museums to see tools which were used by early man in order to gain an understanding of work	Museums
	Reading about the work of Indians and early settlers to show how man used natural resources to meet needs	BOOK: Floherty: *Men Against Distance,* Lippincott, c1954
	Reporting on changes in man's use of natural resources to indicate progress in this area	BOOKS: Grant: *American Indians Yesterday and Today,* Dutton, c1960 Floherty: *Television Story,* Lippincott, c1957 FILMSTRIP: *Human Resources,* EMC, 1960
Every individual has responsibility for contributing to the well-being of others.	Reading about and viewing films on philanthropists in order to learn what these people have done for this country	FILMSTRIP: *Henry Ford, The Man Who Put America on Wheels,* Eye Gate, 1954
PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.		
Individuals, communities, regions and nations are economically interdependent.	Discussing filmstrips about industries of regions of the United States to find out how one section of the country depends upon others	FILMSTRIP: *Interdependent Nation—U.S.A.,* EMC, 1951-60

HUMAN RESOURCES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Viewing and discussing films about the industrial regions of North and South America to learn about the interdependence of people	FILM: *It Takes Everybody To Build This Land,* EBF, 1952
Achievements of the past improve ways of living in the present and in the future.	Discussing filmstrips on lives of people who have made contributions to improved ways of living in the Americas	FILMSTRIPS: *Robert Fulton and the Steamboat,* ETM *Andrew Carnegie, Master of Steel,* Eye Gate, 1954 *Goethols, Gorgas—Panama Canal,* Eye Gate, 1954 *Amelia Earhart, First Lady of the Air,* Eye Gate, 1954 RECORDS AND FILMSTRIPS: *Andrew Carnegie: Age of Steel,* ETM *Clara Barton: Founder of the American Red Cross,* ETM, 1965
	Giving oral reports on the achievements of past generations	Textbooks Encyclopedias
	Listening to recordings and making scrapbooks to show how our civilization has developed as a result of achievements of individuals	RECORDINGS: *California Gold Rush,* ETM *Mr. Bell Invents The Telephone,* ETM *The Building of the Trans-Continental Railroad,* ETM *The Pony Express,* ETM

PRODUCTION OF GOODS AND SERVICES

Grade 5

Economic Understandings	***Suggested Learning Experiences***	*Suggested Resources*
PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.		
Wealth is often measured in terms of goods produced.	Listing products which are the major source of wealth for each state in the United States to show the diversity of national wealth	Geography textbook Magazines Newspapers
Nature of goods produced and services rendered is determined by needs and wants of people.	Reading to find out how the discovery of electricity has led to research and inventions that have helped to meet the needs and wants of people	Science textbook BOOK: Hofsinde: *Indian Warriors and Their Weapons*, Morrow, c1965
Greater productivity results in a higher standard of living.	Making a chart of industries that affect home building by improving living conditions	Magazines
LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.		
All honest labor is dignified and respectable.	Inviting people who do different or unusual kinds of work to talk about the importance of the job and the necessity of doing it well	Local citizens BOOKS: Geis: *Let's Travel In Mexico*, Children's Press, c1961 Geis: *Let's Travel In Hawaii*, Children's Press, c1960
	Singing songs that show pride in one's work	SONGS: Working on the Railroad Erie Canal Volga Boatman
Division of labor or specialization increases production.	Reading and discussing stories about the nature of work in various regions of the United States	BOOK: Lenski: *Regional Stories*, Lippincott Dreany: *Our World*, Follett, c1958 Follett: *Little Creek, Big River*, Follett, c1961
The nature of work changes over periods of time and with advances in technology.	Reading and discussing ways inventions, research and discoveries have changed the nature of work on a farm in the United States	Corn farmers Wheat farmers

PRODUCTION OF GOODS AND SERVICES

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		FILM: *Our Changing Way of Life—The Dairy Farmer,* EBF, 1966
PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.		
Producers constantly search for more effective ways to use natural resources.	Collecting news articles concerning research in the development of new products	Newspapers Magazines
Areas of production frequently develop near locations of natural resources.	Locating leading cities of the country and discussing resources responsible for growth	Maps of the United States Geography textbook
CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.		
Capital for production is provided by individuals through savings invested in companies and institutions.	Reporting on the development of such companies as Wells Fargo: source of capital invested and importance of the company to the country	History textbooks Encyclopedias
Capital purchases facilities for production.	Interviewing parents or businessmen to determine source of capital used in establishing a local business	Resource people
Profit from production pays salaries of workers.	Reporting on how authors receive royalties on the basis of profit from the sale of books	Encyclopedias Resource people
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.	Approximating the increased number of telephones today as compared with ten years ago and discussing how communication companies invest money in research for new products such as communication satellites	FILMS: *Communications and the Community,* Churchill, 1966 *Telstar,* C & P, 1962 *Telegram for America,* Western Union, 1953
MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.		
Management has the responsibility for making decisions which affect production.	Discussing factors which the manager of a company must consider in the production of an automobile	BOOK: Butler: *Let's Go to an Automobile Factory,* Putnam, c1962

PRODUCTION OF GOODS AND SERVICES

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Labor and management have responsibility to each other and to the public for maintaining production.	Locating transportation centers in the country and discussing what happens when the flow of raw materials and products is disrupted because of strikes	Maps Current news BOOK: Huntington: *Cargoes,* Doubleday, c1964
SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.		
New and improved products are developed by government and industry through science and research.	Constructing or drawing models of new types of rockets, aircraft and monorails	BOOKS: Gottlieb: *Space Flight and How It Works,* Doubleday, c1964 Harvey: *Monorails,* Putnam, c1965 FILM: *Rockets and Satellites,* UWF, 1961
Mass production makes it possible for people to enjoy more goods at lower costs.	Reading about such men as Eli Whitney and Henry Ford who pioneered and made use of mass production	BOOKS: Aulaire: *Benjamin Franklin,* Doubleday, c1950 Fanning: *Fathers of Industries,* Lippincott, c1962 Milgrom: *Explorations in Science,* Dutton, c1961 FILMS: *Eli Whitney,* EBF, 1951 *Henry Ford,* McGraw, 1963 *What is Automation?* FA, 1966
Automated techniques release man power for other production or leisure activities.	Comparing early mining techniques and types of machines with those used today	Encyclopedias
Increased leisure time creates the demand for new goods and services.	Locating local, state and national parks and discussing goods which people purchase in order to enjoy the parks	Maps BOOK: Melbo: *Our Country's National Parks,* Vol. I and II, Bobbs, c1964

DISTRIBUTION OF GOODS AND SERVICES

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.		
Advertising creates demand for wide distribution of goods and services.	Writing stories or giving reports on how advertising promotes distribution of goods or services from one section of the country to another	Television Newspapers Magazines
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.	Discussing and illustrating various means of transportation used in moving specific raw materials from producer to consumer	BOOKS: Cain: *Transportation,* Fideler, c1964 Cameron: *Big Book of Real Trucks,* Grosset, c1950 Lewellen: *You and Transportation,* Children's Press, c1965 FILMS: *Airport in the Jet Age,* EBF, 1966 *Shining Rails,* GE *Truck Driver,* EBF, 1959 FILMSTRIPS: *Land Transportation,* EMC, 1964 *Water Transportation,* EMC, 1964 *Air Transportation,* EMC, 1964 *Transportation in the U. S.,* EMC, 1964
Modern transportation makes possible wide distribution of goods and services.	Keeping records of railroad or highway freight lines observed from a given point over a period of time to note points of origin and kinds of goods transported	BOOKS: Snow: *From Horse to Diesel,* Albert Whitman, c1961 Carse: *The Young Mariners,* Norton, c1966
Many means of communication facilitate distribution.	Reporting on types of communication used in moving a freight train from Florida to New York	BOOK: McCabe: *How Communication Helps Us,* Benefic, c1964

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.		
Many people act as middlemen by performing services necessary to move goods from producer to consumer.	Listing and discussing the various services provided by middlemen in transporting goods from the producer to the consumer	FILMSTRIP: *Transportation and Communication,* EMC, 1964
Modern methods of distribution create new jobs and the need for additional services.	Preparing bulletin boards to show how goods are distributed and new jobs created as new methods of distribution are developed	Children's experiences Encyclopedias Advertisements

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.		
Consumption is the motive for production.	Making a mural of goods consumed by children and produced in the Western Hemisphere	Geography textbook Magazines
The amount of money earned or credit available determines the individual's potential consumption of goods and services.	Discussing what determines an individual's purchasing power: amount of money earned, amount saved and property owned	FILM: *The Wise Use of Credit,* SEF, 1961 BOOKS: Hine: *Money Round the World,* Harcourt, c1963 Kane: *How Money and Credit Help Us,* Benefic, c1966 O'Toole: *The New World of Banking,* Dodd, c1965 Scool: *Stocks and Bonds,* Watts, c1963
Consumers have freedom to choose goods and services in a free economy.	Setting up guides to use in selection of goods or services	Advertisements Parents Cafeteria managers Salesmen FILM: *How Is Clothing Made: The Story of Mass Production,* FA, 1961
COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.		
Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.	Collecting or writing stories to show how supply and demand change when a sleet storm, flood or other disaster separates a community from the rest of the area	Language arts textbook Newspapers Weather maps United States map
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.	Discussing the effect upon prices when the peach or apple crop is large and easy to obtain	Merchants Truck driver Fruit grower
	Reporting on prices of oranges when the citrus crop is affected by frost and compare with ordinary prices	Newspapers Parents Produce display

MONEY

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.		
Trading or bartering is a way of exchanging goods and services without the use of money.	Studying the practice of bartering to show that money as a medium of exchange has not always been in use	History textbook BOOKS: Russell: *From Barter to Gold,* Rand, c1961 Hutchinson: *Coins and Currency,* Follett, c1957
	Discussing money as a medium of exchange to develop an understanding of its terminology	FILMS: *The Story of a Check,* FA, 1966 *Understanding the Dollar,* Coronet, 1953
Money pays for goods and services that people need and want.	Keeping a record of money spent for certain goods and services over a period of time	Children's experiences BOOK: Hutchinson: *Coins and Currency,* Follett, c1957
Money cannot buy everything that people need and want.	Making charts or posters to illustrate services rendered by such organizations as Volunteer Firemen and Rescue Squads	Newspapers Magazines
	Engaging in role-playing to develop appreciation for services of volunteer workers	Children's experiences
MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.		
Money has value in terms of goods purchased and services performed.	Listing articles that can be bought today for five cents	Catalogue
	Interviewing adults to list articles that could be purchased for five cents in the 20's, 30's and 40's	Parents
	Interviewing doctors, lawyers, dentists, teachers and others to prepare a report on changing fees and salaries	Doctors Dentists Lawyers Teachers
	Comparing price lists to note differences in prices of the same name brand articles and discussing reasons prices vary	Price lists Advertisements Local grocery stores

MONEY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		FILM: *Let's Visit A Shopping Center,* FAC, 1965
	Comparing hourly wages in comparable jobs in past years with present days	Resource people
	Examining books, toys and school supplies to determine values in terms of workmanship, materials and use	Books, toys and supplies
Money is made of paper or metal for convenience.	Reading and sharing information on making coins and bills	BOOKS: Cooke: *How Money is Made,* Dodd, c1962 Gelinas: *How and Why Wonder Book of Coins and Currency,* Grosset, c1965
Money is legal tender when it is guaranteed by the government.	Reporting on research concerning the history of money in the United States	BOOK: Hutchinson: *Coins and Currency,* Follett, c1957
Each metal coin and paper bill has a definite name and value.	Visiting other classrooms to give illustrated talks on coin collecting	Children Children's posters Coin collections
A check or money order may be used in place of money in purchasing goods and services.	Discussing the advantages of using checks in paying bills instead of currency	FILM: *The Story of a Check,* FA, 1966 BOOK: Gelinas: *How and Why Wonder Book of Coins and Currency,* Grosset, c1965
Money values change over periods of time and in different countries.	Collecting and comparing coins and bills of various countries to show different values	BOOKS: Masters: Coin Collection, Sterling, c1964 Browin: *Coins Have a Tale to Tell,* Lippincott, c1966 Tunis: *Frontier Living,* World, c1957
MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.		
The amount of money received varies according to skill and quality of work performed.	Discussing jobs that children have and amount of money received	Children's experiences

MONEY

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
All work requires education or training for skill development.	Interviewing local or state workers to understand training or education needed for various kinds of jobs	Resource personnel
Work requiring more education or greater skill development usually provides higher income.	Listing occupations requiring specialized training and discussing why training is necessary	FILM: *Economics—It's Elementary,* Cahill. 1966 Parents BOOKS: Cooke: *Behind the Scenes At An Oil Field,* Dodd, c1965 Cooke: *How Automobiles Are Made,* Dodd, c1965 Benedict: *Aluminum: The Story of an Industry,* Lippincott, c1966
A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.		
Budgeting apportions family income to meet needs, wants and emergencies.	Planning budgets for families of four using different incomes	Arithmetic textbook Parents Merchants
Budgeting money can help families and governments to live within incomes.	Making sample budgets	Sample budgets
	Inviting cafeteria supervisors to discuss the financial management of the cafeteria	Cafeteria supervisor
	Keeping a record of personal allowances and expenses	Children's experiences
Savings should be a part of every family budget.	Making a list of items that must be considered in a family budget	Parents FILM: *Home Management—Why Budget?* McGraw, 1951
Money earned and saved helps to provide financial security.	Reading and discussing the lives of people who have gained financial security	BOOKS: Aird: *Henry Ford: Boy With Ideas,* Bobbs, c1960 Anderson: *John Jacob Astor: Boy Trader,* Bobbs, c1961

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Dunham: *George Westinghouse,* Bobbs, c1963 Myers: *F. W. Woolworth: Five and Ten Boy,* Bobbs, c1962
	Keeping a record over a period of time of an imaginary allowance to help children understand the use of money in providing financial security	BOOKS: Braude: *Shelby Goes To Wall Street,* Dennison, c1965 Phipson: *The Family Conspiracy,* Harcourt, c1964 Griffith: *A Ride for Jenny,* Lippincott, c1964 Lenski: *Berries In The Scoop,* Lippincott, c1956
WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.		
Money is spent more wisely when the value of products and services is known.	Making a study of well-known merchandise and discussing prices and quality as compared with brands not so well-known	Resource people Parents
Quantity and quality are factors which determine cost of a product or service.	Discussing information a consumer should have about a product before purchasing it	Consumer's guides
BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.		
Banks are safe places to keep money.	Participating in a classroom savings club in cooperation with the local bank	Children's experiences BOOK: Gelinas: *How and Why Wonder Book of Coins and Currency,* Grosset, c1965
Banks pay interest for use of money.	Reading books to understand how banks pay interest to customers	Bank brochures
Interest is paid to banks for use of money.	Inviting a banker to explain banking procedures	Banker BOOK: Gelinas: *How and Why Wonder Book of Coins and Currency,* Grosset, c1965

MONEY

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Banks provide varied services.	Inviting a bank representative to discuss services a bank renders to individuals and groups	Banker
	Using checks, check stubs and deposit slips to understand bank services	BOOK: **Rees: *At The Bank,* Melmont, c1957**
	Making bulletin board displays of checks, check stubs, and deposit slips to acquaint pupils with forms	Checks, deposit slips
	Viewing films on banks to develop an understanding of the services they provide	FILM: ***Using the Bank,* EBF**
	Planning and taking a trip to a bank to observe the various departments of the bank	FILM: *Money in the Bank and Out,* Churchill, 1965

TAXES

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Resources*
A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.		
Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.	Reporting on current news articles related to sources of revenue	Newspapers Television Radio
	Reading to compare sources of tax revenue in different states	Encyclopedias
Taxes are necessary to support county, city, state and federal governments.	Comparing amounts of tax money spent on roads or schools over a period of years	City or county engineer City or county treasurer Highway official Local school auditor
Payment of taxes to support government is a responsibility of all people.	Discussing how people are taxed to develop the understanding that different taxes apply to different people	Resource people
People benefit from taxes paid.	Making a bulletin board to show how tax money is used by the local, state, and national government	Magazines BOOK: McCabe: *How Schools Aid Democracy,* Benefic, c1964
TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.		
Such facilities as schools, highways and parks belong to all citizens.	Collecting pictures from local newspapers to show how taxes are being used in the locality and the state	Newspapers
Protection and care of public property help to save tax money to provide more and better services and facilities.	Collecting data to show cost of repair and maintenance of school property	Principal Maintenance staff Teachers

FREE ENTERPRISE ECONOMY

Grade 5

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.		
People have the right to own property.	Reading and reporting on the stories of the struggle to own property as various groups explored, settled and developed the new world	BOOKS: Wilder: *Little House in the Big Woods,* Harper, c1953 McCall: *Log Fort Adventur* Children's Press, c1958 RECORDING: *The Story of the Klondike,* Folkways Records FILM: *Gold Rush Days,* Coronet, 1957
People have the right to exercise freedom of choice.	Listing types of a specific commodity to show range of choice available in the community: clothes, food, automobiles, homes	Local markets Sales personnel
	Writing reports on occupations to determine factors involved in making choices	FILM: *Economics—It's Elementary,* Cahill, 1966
People compete in providing goods and services.	Recording and reporting effects on services offered by a local business when a competitor moves in	FILM: *It's Everybody's Business,* Chamber of Commerce, 195
	Observing the prices of seasonal fruits and vegetables as more commodities become available	Local markets
People have the right to make a profit.	Discussing films to develop the understanding that goods and services produced at a profit create new jobs and new services through expansion and growth	FILMS: *Money in the Bank and Out,* Churchill, 1965 *Competition in Business,* Coronet, 1962 *It's Everybody's Business,* Chamber of Commerce, 1954
FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.		
Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.	Discussing ways people plan and work together to bring new industry into an area	Local businessmen

FREE ENTERPRISE ECONOMY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.	Collecting advertisements and discussing how advertising affects the economy of the country	Newspapers Magazines
Various groups influence the economy as common interests are expressed.	Listing ways organized groups seek to improve economic conditions in the country	Newspapers Magazines
FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.		
Work offers people the opportunity to earn an income which makes possible a higher standard of living.	Discussing improvement in standards of living in areas where dams provide new power and water resources	State Chamber of Commerce
	Discussing how standards of living change when new industry comes to a community	Geography textbook BOOK: Carter: *First Book of South America,* Watts, c1961 FILMSTRIPS: *Canada: People at Work,* EBF, 1958 *South America—Eastern and Southern Lands,* EBF, 1957
Education and the development of skills contribute to a higher standard of living.	Conducting a panel discussion to show how education and training make workers more efficient and contribute to a higher standard of living	BOOK: Lent: *Men at Work*—Series, Putnam
Better products make for improved health and safety conditions, efficient work, released time for leisure, and lower maintenance costs.	Making charts to show contributions of products from various states to improved health and safety, more efficient work and lower production costs	Newspapers History textbook FILM: *Health in Our Community,* EBF, 1960
	Discussing film to note types of machines which free men from long laborious work and help to lower production costs	FILM: *Industrial Revolution In England,* EBF, 1961

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.	Reading and reporting news items which reflect credit practices to develop understandings of and respect for best practices	Newspapers
	Writing stories to convey the understanding of good credit practices	Language textbook
	Interviewing credit personnel of a local business to determine ways to keep credit ratings good	Credit personnel FILM: *The Wise Use of Credit,* SEF, 1961

GRADE 6

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.		
Man depends upon natural resources for his basic needs: food, clothing and shelter.	Preparing maps of the United States and the world, locating natural resources and discussing the relation of the supply of resources to the economy	United States and World Maps FILMSTRIP: *Looking At the Earth We Live On* Series, McGraw, 1952 BOOKS: Gidal: *My Village in Italy,* Random, c1962 Gidal: *My Village in Denmark,* Pantheon, c1963 Schloat: *Prapan, A Boy of Thailand,* Knopf, c1963 Buell: *Main Streets of Southeast Asia,* Dodd, c1962 FILM: *Thailand, Land of Rice,* EBF, 1957
The kind of work people do is determined by the availability of materials supplied by nature.	Listing occupations of various regions of the world and relating these to natural resources	BOOKS: Wall: *Gifts From the Grove,* Scribner, c1955 Wall: *Gifts From the Forest,* Scribner, c1958 Warren: *The First Book of the Arab World* Watts, c1963 Fraenkel: *Today's World Focus, Israel,* Ginn, c1963 Gartler: *Understanding*--Series, Doubleday Brooks: *The Picture Book of Oil,* Putnam, c1965
	Discussing ways various countries of the world utilize resources	FILM: *Japan: Harvesting The Land and Sea,* EBF, 1963

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Encyclopedias Maps FILMSTRIP: *New Zealand—Natural Resources,* Eye Gate, 1961
	Engaging in panel discussion to show how wise use of natural resources affects the economy of a country	Resource people
Natural resources can influence the population of an area.	Reporting on population trends in various parts of the world to show relation to natural resources	Encyclopedias
Wise use of natural resources is an individual and group responsibility.	Writing a report on "My Responsibility in Conserving Natural Resources"	BOOKS: Gates: *True Book of Conservation,* Children's Press, c1959 Gartler: *Understanding*—Series, Doubleday
	Reading about and comparing conservation practices in such countries as Holland, Israel, Egypt and France	Encyclopedias FILM: *Japan: Harvesting the Land and Sea,* EBF, 1963
	Using research techniques to find out how the natural resources of Indonesia and other countries are managed	Newspapers
	Writing letters to civic groups to learn of conservation projects underway	Telephone directory
NATURAL RESOURCES SHOULD BE CONSERVED.		
Natural resources can become exhausted.	Inviting forest ranger, agricultural agent, fire warden and others to discuss relation of work to conservation of natural resources	Forest ranger, fire warden, and county agent
	Reading to learn about scarce, renewable and non-renewable resources in order to use them wisely	Geography textbook BOOK: Williams: *Man and the Good Earth,* Putnam, c1959

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		FILMSTRIPS: *The Problems of Soil,* EMC, 1958 *The Problems of Water,* EMC, 1958
Natural resources may be damaged or destroyed by man or the forces of nature.	Discussing current reports of damage to property and wild life by forces of nature	Newspapers Television Radio
	Constructing models to demonstrate the effects of soil erosion	Models
Conservation of natural resources is a responsibility of man.	Discussing stories that show attitudes of people toward the protection of plant and animal life	BOOKS: Lewis: *Olle and the Wild Geese,* Washburn, c1964 Round: *Swamp Life,* Prentice-Hall, c1957 Round: *Wild Life at Your Doorstep,* Prentice-Hall, c1958 Yates: *How People Live In the Middle East,* Benefic, c1962
	Reading biographies of great naturalists to learn of contributions to protection of wild life	BOOK: Haines: *John Muir, Protector of the Wilds,* Abingdon, c1957
Some natural resources are protected by laws.	Reading and discussing laws established in other countries which protect natural resources	Encyclopedias Social studies textbooks BOOK: Haines, *John Muir, Protector of the Wilds,* Abingdon, c1957
NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.		
Natural resources, climate and other geographical factors influence kinds of foods produced.	Mapping major food producing areas of the world and reporting on natural resources determining production	Maps Encyclopedias BOOK: Kenworthy: *Three Billion Neighbors,* Ginn, c1965

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Preparing graphs to compare yearly yields of various crops	Almanac
Climate and other geographical factors influence kinds of clothes worn.	Exhibiting dolls from other countries and discussing reasons for various styles and types of dress	Encyclopedias Magazines BOOK: Kenworthy: *Three Billion Neighbors,* Ginn, c1965
Natural resources, climate and other geographical factors influence kinds of shelter provided.	Collecting pictures of homes in different countries of the world and reporting on efforts made to provide protection against weather	Encyclopedias BOOKS: Benenson: *How A House Is Built,* Criterion, c1964 Kenworthy: *Three Billion Neighbors,* Ginn, c1965
Natural resources, climate and other geographical factors influence work that people do.	Preparing booklets showing how the major occupations of a country are determined by natural resources	Encyclopedias
The beauty and orderliness of nature contribute to the economy of an area.	Discussing how the revenue from parks, museums, and historical places affect the economy of a country	Brochures Geographic magazines
	Collecting pictures of scenic beauty in other countries	Pictures

HUMAN RESOURCES

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.		
People have innate ability to improve themselves and their environment.	Reading to find out about contributions which people have made: Ghandi, Churchill, George Washington Carver, Mme. Curie and Pasteur	History textbook Encyclopedias
	Dramatizing incidents from the lives of international benefactors	Newspapers Encyclopedias
The varying abilities which people possess are needed to improve living.	Making a list of people of old world background influencing life in America	Encyclopedias BOOKS: Childs: *Wacheera, Child of Africa,* Criterion, c1965 Farrell: *Winston Churchill,* Putnam, c1964 Corbett: *What Makes TV Work,* Little, Brown, c1965
People adapt and develop natural resources to improve living.	Making a list of new inventions to show how new jobs and occupations are created	Magazines T.V. commercials Newspapers Reference books
	Writing imaginary autobiographies showing how children take part in developing natural resources in countries of the Eastern Hemisphere	BOOKS: *First Book of*—Series, Watts Gidal: *Follow the Reindeer,* Random, c1959 Gidal: *Sons of the Desert,* Random, c1960 Gidal: *My Village In*—Series, Random Schloat: *A Boy of*—Series, Random Lauber: *Big Dreams and Small Rockets,* Crowell, c1965
HUMAN RESOURCES SHOULD BE CONSERVED.		
Protection and preservation of health are necessary for conservation of human resources.	Reporting on statistics which show the cost in life and loss of time resulting from highway accidents, home accidents, absenteeism from work and illness	State Police Department Life insurance companies BULLETIN: *Virginia Health Bulletin*

HUMAN RESOURCES

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Reporting on how air and water pollution affect human health	FILM: *The House of Man—Our Changing Environment,* EBF, 1966
The wise use of work time and leisure time is important to the well-being of individuals.	Making time budgets to plan for best use of school and out-of-school time	Children's experiences
	Preparing an exhibit of leisure time activities	BOOKS: Frankel: *Games for Boys and Girls,* Sterling, c1961 Hobson: *Getting Started in Stamp Collecting,* Sterling, n.d. Leavitt: *Carpentry for Children,* Sterling, c1959 Mergendahl: *What Does A Photographer Do?* Dodd, c1965
	Preparing an illustrated booklet on the hobbies of famous people: painting by Winston Churchill and Eisenhower, and tatting by the Duke of Windsor	Encyclopedias
Intelligent choice of work enables each individual to make the best use of time, effort and ability.	Engaging in research to determine whether certain professions or jobs require specific skills, aptitudes, interest, preparation and abilities	Occupation guides Community people BOOK: Colby: *Coast Guard Academy,* Putnam, c1965
Regulations and laws help protect people.	Displaying newspaper and magazine clippings to illustrate laws which are for the protection of citizens such as: speed limits, eight-hour work day, mining laws and pure food laws	Newspapers Magazines
	Writing to congressmen concerning certain laws	Congressmen State representatives
People conserve effort by pooling human resources and dividing labor.	Comparing the number of products available to Americans as a result of mass production with handmade and custom built products of European countries	Resource people Encyclopedias Chamber of Commerce
	Comparing cost of production of cars in the United States with those produced in other countries	AAA

HUMAN RESOURCES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.		
Each person has responsibility for developing and using his abilities to contribute to community life.	Making charts to show persons and resources needed to build a community	Community resource people
	Listing people whose influence has made life better in the community	Citizens
Each person has responsibility for care of personal and community property.	Making dioramas to show responsibility for care of property as found in various parts of the world	Art materials
THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.		
Human resources are developed through freedom to use individual initiative.	Reporting on lives of internationally known leaders to show how individual initiative and ability are used	History and geography textbook BOOK: Johnston: *The Story of Hannibal,* Doubleday, c1960
Man's welfare is determined by application of knowledge and skill in using natural resources.	Discussing films that show how use of natural resources affects the way people live	FILMS: *Man Makes a Desert,* FA, 1965 *People of Spain,* EBF, 1957 *People of the Netherlands,* EBF, 1958
Every individual has responsibility for contributing to the well-being of others.	Citing incidents and occasions when individuals assume responsibility for contributing to the well-being of others: obeying traffic laws, garbage disposal ordinances and playground rules	Children's experiences
	Dramatizing incidents from lives of such international benefactors as Clara Barton, Louis Pasteur, The Curies, Albert Schweitzer, Mahatma Gandhi and Jonas Salk	Encyclopedias History textbook
	Reporting on the activities or organizations for international peace and well-being: Red Cross, United Nations and Unesco	BOOK: Griffin: *Getting to Know Unesco,* Putnam, c1962 United Nations Information Center Local Red Cross

HUMAN RESOURCES

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.		
Individuals, communities, regions and nations are economically interdependent.	Making a scrapbook showing merchandise imported from the Eastern Hemisphere	Encyclopedias
	Preparing a map of the world picturing goods the United States imports and exports to show extent of interdependence	Geography textbook Encyclopedias
	Displaying gift articles and tracing materials used in production from point of origin to finished article	Classroom exhibits
	Discussing custom regulations to determine how trade is protected	BOOK: Bergaust: *Coast Guard in Action*, Putnam, c1962
Achievements of the past improve ways of living in the present and in the future.	Making tools that might have been used by early man to contrast with modern tools	BOOKS: Sobol: *First Book of Medieval World,* Watts, c1959 Liberty: *First Book of Tools,* Watts, c1960
	Reading and discussing books to show how houses have become more comfortable and convenient	BOOK: Hansen: *I Built a Stone Age House,* Putnam, c1964
	Writing imaginative stories about the first oven, the first wheel and the first fur coat	Children's imagination Encyclopedias
	Collecting pictures that show how ways of living and working have become more comfortable or convenient	Magazines Newspapers
	Listening to music of great composers and discussing its influence on people today	Music of great composers
	Discussing how books and other achievements in communication have changed ways of living	Telephone Telegraph Radio Television

PRODUCTION OF GOODS AND SERVICES

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.		
Wealth is often measured in terms of goods produced.	Preparing tables showing countries whose major source of wealth is agriculture, industry, mining or fishing	Encyclopedias FILM: *Arctic Fisherman in World Trade,* Bailey, 1966 *Silk Makers of Japan,* Bailey, 1961
Nature of goods produced and services rendered is determined by needs and wants of people.	Viewing films to compare needs of family life in the Sahara, Lapland, Switzerland, and Hawaii	FILMS: *Life in the Alps,* Coronet, 1959 *Life in an Oasis, North Africa,* Coronet, 1962 *Life in Cold Lands, Eskimo Village,* Coronet, 1957 *Hawaiian Native Life,* EBF, 1958
Greater productivity results in a higher standard of living.	Listing goods produced outside the United States which are imported to make work easier and life more pleasant	Geography textbook Magazines Newspapers
LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.		
All honest labor is dignified and respectable.	Reading and discussing stories to develop understanding of what people in other times or other places believed about the dignity of work or workers	BOOKS: Judson: *Sod-House Winter,* Follett, c1959 Carroll: *Tough Enough and Sassy,* Hale, c1958 Dickens: *Christmas Carol* Geis: *Let's Travel*—Series, Children's Press, c1962
Division of labor or specialization increases production.	Making charts or reports to show how specialized work in regions of the world provides goods for American markets	Textbooks Magazines FILM: *The Story of The Wholesale Market,* Churchill, 1965

PRODUCTION OF GOODS AND SERVICES

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
The nature of work changes over periods of time and with advances in technology.	Preparing murals to show methods of plowing, weaving, or baking bread in use at the present time in countries of the world	Textbooks Encyclopedias BOOKS: Gidal: *My Village*—Series, Random *Land and People of*—Series, Lippincott *First Book of*—Series, Watts *Getting to Know*—Series, Putnam
PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.		
Producers constantly search for more effective ways to use natural resources.	Reporting on the uses being made of atomic energy: generating electricity, powering ships and medicine	Newspapers Encyclopedias Science textbooks
Areas of production frequently develop near locations of natural resources.	Locating major cities of the world and discussing natural resources responsible for development	Maps Geography textbooks BOOK: Disney: *Walt Disney's Stories From Other Lands*, Golden Press, c1965
CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.		
Capital for production is provided by individuals through savings invested in companies and institutions.	Locating countries of the world which manufacture various makes of automobiles and discussing where capital comes from to finance production	BOOKS: Cooke: *How Automobiles Are Made*, Dodd, c1965
Capital purchases facilities for production.	Visiting a factory or construction project and discussing the types of special equipment which must be purchased in order to make production possible	Local factories BOOK: Cooke: *How Superhighways Are Made*, Dodd, c1958
Profit from production pays salaries of workers.	Reporting on types of production which provide salaries of workers in different countries of the world	Geography textbook Encyclopedias

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.	Reporting on how farmers, merchants, or trucking companies reinvest profit to improve business	Resource people
MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.		
Management has the responsibility for making decisions which affect production.	Discussing the necessity for capable management as well as skillful employees in production of goods and services	Encyclopedias
Labor and management have responsibility to each other and to the public for maintaining production.	Reporting about labor difficulties involving such groups as the Chilean copper miners and the train operators of Great Britain, and how the interruption of services affect the people	Newspapers Magazines
SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.		
New and improved products are developed by government and industry through science and research.	Reporting on combination of efforts that resulted in development of effective polio vaccine	Encyclopedias Science textbook BOOK: Dietz: *All About Great Medical Discoveries,* Random, c1960
Mass production makes it possible for people to enjoy more goods at lower costs.	Contrasting methods of making bread in India or Mexico with those used in the United States and discussing the relationship to variety of breads available	BOOK: Gidal: *My Village in India,* Random, c1956 FILM: *How is Clothing Made: Story of Mass Production,* FA, 1966
Automated techniques release man power for other production or leisure activities.	Comparing farming methods in the United States with those employed in highly populated countries where the people use simple tools	Geography textbook FILMS: *What is Automation?* FA, 1966 *Eggs to Market: The Story of Automated Egg Processing,* FA, 1965
Increased leisure time creates the demand for new goods and services.	Preparing charts showing increased sales of such items as boats, trailers, and sports equipment	Encyclopedias

DISTRIBUTION OF GOODS AND SERVICES

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.		
Advertising creates demand for wide distribution of goods and services.	Collecting advertisements of goods produced outside of the United States	BOOKS: Riverain, *Ships of the World,* Follett, c1964 Riverain, *Trains of the World,* Follett, c1964 Newspapers
	Collecting advertisements aimed to attract American tourists	Travel posters Magazine ads Brochures
	Making a comparison of international advertising	Magazines
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.	Constructing models of major United States seaports to show transportation systems used for participation in world trade	FILMSTRIP: *Air Transportation,* EMC, 1960 Geography textbook Encyclopedias BOOK: Rees: *Transportation . . . In Today's World,* Creative Educational Society, c1965
	Making maps showing the countries which export and import raw materials	Geography textbooks Almanacs
Modern transportation makes possible wide distribution of goods and services.	Reporting on how refrigeration, radio and telephone and/or air travel have influenced United States' trade with other countries	Radio Television Language textbook
Many means of communication facilitate distribution.	Making posters to illustrate the part communication plays in transporting goods or services from foreign ports	Art materials BOOK: Osmand, *From Drumbeat to Tickertape,* Hale, c1965

DISTRIBUTION OF GOODS AND SERVICES

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.		
Many people act as middlemen by performing services necessary to move goods from producer to consumer.	Tracing the movement of goods from the old world producer to the new world consumer	Geography textbook Maps FILM: *Our Changing Way of Life—The Dairy Farmer,* EB, 1966
Modern methods of distribution create new jobs and the need for additional services.	Discussing changes in employment resulting from modern methods of distribution in the Eastern Hemisphere	Geography textbook
	Reading to find out how air freight has made it possible for people to enjoy a greater variety of commodities	FILM: *Airplanes Work For Us,* CW, 1961
	Making and discussing maps which show air routes	Geography books Atlas

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.		
Consumption is the motive for production.	Conducting research for reports on products consumed today that are imported from the old world	Encyclopedias History and geography textbook Product maps
	Recording a family's consumption of a particular commodity or service over a period of time	Records Grocery lists Bills
The amount of money earned or credit available determines the individual's potential consumption of goods and services.	Discussing use of checks, credit cards and charge accounts in family purchases	Arithmetic textbook FILM: *The Story of a Check,* FA, 1966
Consumers have freedom to choose goods and services in a free economy.	Discussing how consumers use freedom of choice when selecting goods and services	*Consumer's Guide*
	Planning projects where pupils make a budget for a year in terms of clothing for the four seasons	Clothing stores Newspapers Resource people
COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.		
Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.	Keeping a record of prices of perishable goods before and after drastic weather changes	Newspapers Magazines Radio Television
	Showing difference in the price of fuel purchased at different times of the year	Retail dealers of fuels Parents' records
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.	Comparing the prices of summer wearing apparel in spring, summer and fall	Sales personnel

MONEY

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.		
Trading or bartering is a way of exchanging goods and services without the use of money.	Setting up a trading post to show how bartering is exchanging goods and services without the use of money	BOOK: Russell: *From Barter to Gold,* Rand, c1961
Money pays for goods and services that people need and want.	Listing goods and services which must be paid for with money	Children's experiences
Money cannot buy everything that people need and want.	Identifying the good things in life which are available without the use of money	FILM: *Economics—It's Elementary,* Cahill, 1966
MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.		
Money has value in terms of goods purchased and services performed.	Interviewing people who have visited other countries to compare the purchasing power of a dollar with its value in the United States	People of the community
	Investigating to compare salaries, fees and wages of peoples of other countries with those in our own country	Encyclopedias
	Compiling a list of principles to be observed in selecting goods for purchase	Resource people
	Discussing films to show how the government serves to insure the consumer full value for money paid	BOOK: Cooke: *Your Treasury Department,* Norton, c1964 FILM: *Understanding the Dollar,* Coronet, 1953
	Studying the history of money to learn origin, purpose and use	BOOK: Wilcox: *What Is Money?* Steck, c1959
Money is made of paper or metal for convenience.	Exhibiting coins and paper money and discussing the convenience of using various sizes, shapes and composition	Coins and paper money BOOK: Browin: *Coins Have Tales to Tell,* Lippincott, c1966

MONEY

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Money is legal tender when it is guaranteed by the government.	Displaying money from other countries and discussing comparable values in United States' money	Currency from other countries
Each metal coin and paper bill has a definite name and value.	Making charts of the monetary systems of different countries to compare denominations and values	Encyclopedias
A check or money order may be used in place of money in purchasing goods and services.	Making out checks and money orders	Checks and money orders
Money values change over periods of time and in different countries.	Collecting and displaying money of other countries to compare value, name, size and material	BOOK: Sterling: *Picture Book of Ancient Coins,* Sterling, c1963 Coin collection BOOK: Hobson: *U. S. Commemorative Coins and Stamps,* Sterling, c1964
MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.		
The amount of money received varies according to skill and quality of work performed.	Discussing adequate pay for work performed	Resource people
All work requires education or training for skill development.	Discussing the amount of education or training necessary for various types of work	Resource people
Work requiring more education or greater skill development usually provides higher income.	Giving reasons why work requiring more education usually provides higher income	Statistics Magazines
A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.		
Budgeting apportions family income to meet needs, wants and emergencies.	Using graphs and drawings to explain budget making	FILM: *Home Management—Why Budget?* McGraw, 1951
	Making a list of factors an individual or a family has to take into account in planning a budget	Ledger

MONEY

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Budgeting money can help families and governments to live within incomes.	Discussing films on personal financial planning	FILM: *Personal Financial Planning,* SEF, 1961
Savings should be a part of every family budget.	Reporting on the necessity of savings as a part of a family's budget	BOOK: Phipson: *The Family Conspiracy,* Harcourt, c1964
Money earned and saved helps to provide financial security.	Discussing sources of income of retired people to determine how individuals provide for financial security	BOOK: Sobel: *Stocks and Bonds,* Watts, c1963 FILM: *Money In The Bank and Out,* Churchill, 1965 FILMSTRIP: *Money and Banking,* McGraw, 1963 Encyclopedias
	Inviting an informed person to explain provision of an educational insurance policy	Local representatives of insurance companies
WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.		
Money is spent more wisely when the value of products and services is known.	Discussing reasons why it is important to judge the value of goods and services if money is to be spent wisely	*Consumer's Guide*
Quantity and quality are factors which determine cost of a product or service.	Interviewing people to determine why quantity and quality are important in establishing the cost of a product or service	Parents Store managers
BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.		
Banks are safe places to keep money.	Discussing films to understand why the bank is a safe place to keep money	FILM: *Using the Bank,* EBF
Banks pay interest for use of money.	Solving problems showing interest paid by bank for use made of customer's money	Arithmetic textbook
Interest is paid to banks for use of money.	Visiting banks to discuss loans and interest	Banks

MONEY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Banks provide varied services.	Visiting banks to understand the services provided	Banks BOOK: Rees: *At The Bank,* Melmont, c1957
	Using sample forms to understand the use of checks, check stubs and deposit slips	Sample forms Checkbooks Deposit slips
	Preparing posters to trace a check from time it is written until it returns to the writer	FILM: *Money In The Bank and Out,* Churchill, 1965

TAXES

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.		
Public revenue comes from personal and corporation income taxes, excise, sales employment (social security) and property taxes.	Inviting resource persons to discuss the sources of local and State taxes	**Commissioner of Revenue** **County Treasurer** **Superintendent of Schools**
	Keeping a record of taxes charged on household goods for a period of time	Sales slips Grocery bills
	Reading and reporting on sources of tax funds of the early Greeks and Romans	**Encyclopedias**
	Reading and discussing the financing of public services in other countries	**Encyclopedias**
Taxes are necessary to support county, city, state and federal governments.	Discussing reasons why taxes are necessary and how they support government	**Resource people**
	Making graphs to show how much of the tax dollar is used for community services	Encyclopedias World Almanac
Payment of taxes to support government is a responsibility of all people.	Interviewing parents to gain an understanding of how payment of taxes to support the government is a responsibility of all people	**Parents** Commissioner of Revenue
	Studying how tax funds are used to improve highways	State Highway Department
People benefit from taxes paid.	Discussing the extent to which public education in other countries is supported by a program of taxes	Magazines Encyclopedias
TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.		
Such facilities as schools, highways and parks belong to all citizens.	Writing the Department of Interior for information on upkeep of parks and discussing how these parks belong to all citizens	**Park rangers**
Protection and care of public property help to save tax money to provide more and better services and facilities.	Writing and displaying slogans to show the importance of individual responsibility in the wise use and preservation of public property	**Children's experiences**

FREE ENTERPRISE ECONOMY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.		
People have the right to own property.	Tracing the development of the right to own property involving serfdom and feudalism, royal grants, entailed inheritance and Homestead Acts	History textbook Encyclopedias BOOKS: Black: *Castle, Abbey and Town,* Holiday House, c1963 Buehr: *Knights, Castles and Feudal Life,* Putnam, c1957
	Reporting life on communal farms in Israel, Russia or among Nomadic tribes	BOOKS: Gidal: *My Village In Israel,* Random, c1959 Gidal: *Sons of the Desert,* Random, c1960 Joy: *Getting To Know Israel,* Putnam, c1960 Stinetorf: *The Shepherd of Abu Kush,* Putnam, c1963 Gunther: *Meet Soviet Russia,* Harper, c1962
People have the right to exercise freedom of choice.	Making charts of models of cars available from one manufacturer to show variety of choice	Catalogues Magazines Textbooks
	Reporting on factors people take into consideration in selecting the family doctor, a vacuum cleaner or a job	Consumer's guides Resource people
	Comparing working conditions in our country with others in terms of job opportunities and chances for advancement	Newspaper Television Radio BOOKS: *Land And People Of*—Series, Lippincott *First Book Of*—Series, Watts
	Writing a story about the training a boy might have received during the Middle Ages, emphasizing the extent of choice permitted in the selection of the job	BOOK: Peare: *Melor, King Arthur's Page,* Putnam, c1963

FREE ENTERPRISE ECONOMY

Grade 6

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
People compete in providing goods and services.	Visiting several plants or factories to see how assembly lines have made production more economical, work more specialized and workers more interdependent	Plants Factories
People have the right to make a profit.	Preparing bulletin board displays to show items that must be counted in cost of raising an ear of corn, of manufacturing a pair of shoes or in operating a grocery store before profit can be realized	Resource people Arithmetic textbook
FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.		
Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.	Reporting on speeches and writings of world leaders that express the significance of education as a factor in economic development	Biographies of world leaders BOOK: Comay: *The UN In Action,* Macmillan, c1965
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.	Writing a play or story to show how current interest in transistor radios affects trade with Japan and business within this country	Encyclopedias
	Discussing important money bills which voters may be asked to approve	Newspapers
Various groups influence the economy as common interests are expressed.	Reporting on agricultural cooperatives in Denmark and the United States to show the effect of such organizations on dairy and poultry business	Textbooks Encyclopedias BOOKS: Gidal: *My Village in Denmark,* Random, c1963 Wohlrabe: *The Land and People of Denmark,* Lippincott, c1961
FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.		
Work offers people the opportunity to earn an income which makes possible a higher standard of living.	Reporting on Israel's objectives in developing irrigation projects	Textbooks Magazines Travel agencies

FREE ENTERPRISE ECONOMY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		BOOK: Mahmoud: *The Land and People of Israel,* Lippincott, c1963
Education and the development of skills contribute to a higher standard of living.	Preparing reports on how education and training make possible the production of more and better goods	Magazines History and geography textbooks Encyclopedias
	Preparing reports on how improvements in farming produce more and better foods	Language textbook
	Discussing films to develop understanding of how the profit motive stimulates business	FILM: *It's Everybody's Business,* U. S. Chamber of Commerce, 1954
Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.	Collecting pictures to show stages in development of a particular machine and discussing resulting increase in efficiency of work	Parents Advertisements Consumer's guides
	Discussing films to show contributions of man in the fight against disease	FILM: *Health Heroes: The Battle Against Disease,* Coronet, 1959
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.	Listing ways credit buying is important to individual and community business	BOOK: Kane: *How Money and Credit Help Us,* Benefic, c1966
	Discussing films to increase understanding of how credit is established and the amount of credit a family can afford	FILM: *Wise Use of Credit,* SEF, 1961

GRADE 7

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE ECONOMY OF A COUNTRY IS BASED ON INTELLIGENT USE OF NATURAL RESOURCES.		
Man depends upon natural resources for his basic needs: food, clothing and shelter.	Reading to find the natural resources which attracted settlers to the locality	**BOOK:** Perry: *Foresters and What They Do,* Watts, c1963
	Identifying natural resources within locality to discover effect on the economy	Papers in local library Older citizens
	Reading about and discussing why it has been necessary for man to adapt natural resources to meet his needs	**BOOKS:** Adler: *Irrigation,* Putnam, c1964 Colby: *Soil Savers,* Putnam, c1967 Colby: *Tall Timber,* Putnam, c1955 Lauber: *Dust Bowl,* Putnam, c1958 **BULLETIN:** *Water Resources of Virginia,* State Soil Conservation Commission, 1959
The kind of work people do is determined by the availability of materials supplied by nature.	Discussing forces influencing Virginia's change from an agricultural to an industrial State	Soil Conservation Service Virginia Division of Forestry Department of Labor and Industry **BOOKS:** Holbrook: *The Columbia River,* Holt, c1965 Hapgood: *Today's World In Focus—Africa,* Ginn, c1965
Natural resources can influence the population of an area.	Preparing a map showing natural resources throughout State and plotting graphs to show population patterns and the inter-relationship	U.S. Census Report History textbook
Wise use of natural resources is an individual and group responsibility.	Reading stories of great leaders in the conservation movement to appreciate the efforts of individuals	**BOOK:** Burt: *Luther Burbank: Boy Wizard,* Bobbs, c1962

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Discussing the problems of air and water pollution to realize that these are responsibilities of individuals as well as corporations	BOOK: Lewis: *This Thirsty World,* McGraw, c1964
	Reporting on ways local, state and national governments are attempting to relieve critical shortages of natural resources	BOOKS: Harrison: *Conservation: The Challenge of Reclaiming Our Plundered Land,* Messner, c1963 Smith: *The First Book of Conservation,* Watts, c1954 Newspapers
	Experimenting with shallow dish coated with vasoline to note evidence of air pollution	Dish Vasoline
	Visiting filtration plants and areas where the water is polluted	Filtration plant State Water Control Board State Air Pollution Control Board Bureau of Industrial Hygiene
NATURAL RESOURCES SHOULD BE CONSERVED.		
Natural resources can become exhausted.	Reporting on current articles from newspapers and magazines to develop understanding of critical shortages of natural resources	BOOK: Arnor: *Secrets of Inland Waters,* Little, Brown, c1965 Newspapers Magazines Television Radio
Natural resources may be damaged or destroyed by man or the forces of nature.	Reading to learn how Indians and early settlers used land, plant and animal life to understand the scarcity of some items in Virginia today	Virginia history textbooks Pamphlets from Commission of Game and Inland Fisheries MAGAZINES: *Virginia Wildlife* *Virginia Cavalcade*
	Interviewing local official to learn effects highway construction and housing developments have upon natural resources	Virginia Forest Service Soil conservation agents Division of Industrial Development and Planning County agents

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Division of Water Resources Highway engineers
	Making a mural to show water problems such as erosion, floods, droughts and irrigation and illustrating ways to conserve, develop and protect water resources	BULLETIN: *A Look at Virginia's Natural Resources,* Virginia Resource Use Education Council and State Department of Education
	Writing a skit to call attention to importance of water conservation	Newspapers
Conservation of natural resources is a responsibility of man.	Collecting information about regulations governing hunting and fishing in Virginia	Game wardens BOOK: Arnor: *Secrets of Inland Waters,* Little, Brown, c1965
	Interviewing personnel of local industries and reporting on materials or minerals used, source, abundance and how replaced	Personnel
	Contacting paper mills in State to learn if there is a program of reforestation of land from which timber has been cut	Resource person
	Visiting an area that has been cleared of its timber for commercial use and inspecting the area for signs of erosion and fire damage	Fields
	Reporting on Virginia mining areas to show changes that have taken place in the economic life	Newspapers
Some natural resources are protected by laws.	Reading and discussing State laws which help in the protection of plants and animals	Society for Prevention of Cruelty to Animals
NATURAL RESOURCES, CLIMATE AND OTHER GEOGRAPHICAL FACTORS INFLUENCE MAN'S WAY OF LIVING.		
Natural resources, climate and other geographical factors influence kinds of foods produced.	Discussing films on Virginia's fishing industry to develop understanding of the influence of salt water resources on the economy of the State	FILMS: *Commercial Fishing in the Chesapeake,* State Dept. of Ed., 1955

NATURAL RESOURCES: SOIL, WATER, AIR, MINERALS, PLANT AND ANIMAL LIFE

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Virginia's Fishing Industry, State Dept. of Ed., 1955 *The Oyster and Virginia,* State Dept. of Ed., 1947
Climate and other geographical factors influence kinds of clothes worn.	Reporting on clothes worn by astronauts and discussing reasons for the complexity of construction	Magazines Newspapers
Natural resources, climate and other geographical factors influence kinds of shelter provided.	Reporting on changes in use of natural resources in the preparation of newer types of building materials	Newspapers
Natural resources, climate and other geographical factors influence work that people do.	Discussing how resources like Skyline Drive, Virginia Beach or Buggs Island Lake influence the work of people	State Chamber of Commerce
The beauty and orderliness of nature contribute to the economy of an area.	Viewing filmstrips to gain appreciation of forests and how they contribute to the economy of the State	FILMSTRIPS: *Virginia's Forests—Importance to Our Economy,* State Dept. of Ed., 1965 *National Parks in the East and South,* Eye Gate House, 1960
	Reporting on wildlife refuges within Virginia as tourist attractions	State Chamber of Commerce
	Inviting officials to discuss the role of the federal government in conservation practices	Local civic groups
	Reading books that show how the beauty of national parks and forests contribute to the economy of Virginia	BOOK: Sutton: *Guarding the Treasured Lands,* Lippincott, c1965 Newspapers
	Collecting information on the annual number of visitors to Virginia's tourist attractions and plotting graphs to show gross receipts from tourist trade	State Chamber of Commerce

HUMAN RESOURCES

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PEOPLE ARE THE MOST IMPORTANT OF ALL RESOURCES.		
People have innate ability to improve themselves and their environment.	Studying the lives of great people in Virginia's history to determine why each succeeded and improved conditions in the State	BOOKS: *Childhood of Famous American—* Series, Bobbs Bassett: *Profiles and Portraits of American Presidents,* Golden Press, c1964 Newcomb: *Miracle Plastics,* Putnam, c1965
The varying abilities which people possess are needed to improve living.	Studying the authors of the United States Constitution and the Virginia Constitution to show why each person was chosen	FILMS: *Booker T. Washington,* EBF, 1951 *Patrick Henry of Virginia,* State Dept. of Ed., 1948 *The Constitution of the United States of America* *Constitution of Virginia* BOOKS: Fishwick: *Jamestown: First English Colony,* Harper, c1965 Miers: *Abraham Lincoln In Peace and War,* Harper, c1964
People adapt and develop natural resources to improve living.	Writing and producing a play to show how Virginians have adapted and developed resources to improve living	History textbook BOOKS: Dukert: *This Is Antarctica,* Putnam, c1965 Rich: *The First Book of Fur Trade,* Watts, c1965 Robinson: *Atomic Energy,* Follett, c1959
HUMAN RESOURCES SHOULD BE CONSERVED.		
Protection and preservation of health are necessary for conservation of human resources.	Inviting public health nurse to speak on the importance of periodic health examinations to the preservation of human resources	Public health nurse FILM: *Dental Assistant: A Career of Service,* U.S. Public Health Service, 1960
	Listing city and county laws enacted to protect health of the community	Doctors, nurses Sanitation officers Local officials

HUMAN RESOURCES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Discussing the importance of observing good health habits	Children's experiences
The wise use of work time and leisure time is important to the well-being of individuals.	Preparing budgets of ways students spend time over a period of several days	Children's experiences
Intelligent choice of work enables each individual to make the best use of time, effort and ability.	Making a survey of occupations, vocations, and professions in the area and discussing requirements, advantages and disadvantages of each	Virginia Employment Commission BOOKS: Cousins: *Thomas Alva Edison,* Random, c1965 Fleming: *Great Women Teachers,* Lippincott, c1965
	Using immigration lists and quotas to discover major ethnic groups that have entered our country since 1900 to determine the special skills and talents that have contributed to the economic growth of the United States	U.S. Department of Commerce U.S. Department of Justice U.S. Chamber of Commerce State Chamber of Commerce Virginia Employment Commission
	Discussing how abilities and training make it possible to give best efforts to work	Children's experiences
Regulations and laws help protect people.	Writing to United States Office of Health, Education and Welfare for publications concerning laws and regulations which protect the health and well-being of people in the community	U. S. Office of Health, Education and Welfare
People conserve effort by pooling human resources and dividing labor.	Writing to automobile manufacturing plants for information on the assembly line process in the manufacture of automobiles	Automobile manufacturing plants
EACH PERSON INFLUENCES THE ECONOMIC WELL-BEING OF THE COMMUNITY.		
Each person has responsibility for developing and using his abilities to contribute to community life.	Discussing responsibilities of doctors, lawyers, and all citizens for contributing to better community life	Doctors Lawyers Other citizens BOOK: Black: *Engineering,* Putnam, c1965
	Viewing film to appreciate place of music in daily work of Colonial Virginians	FILM: *Music of Williamsburg,* Colonial Williamsburg, 1962

HUMAN RESOURCES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Each person has responsibility for care of personal and community property.	Listing and discussing jobs which are important in caring for community property	Community workers BOOK: Munzer: *Planning Our Town,* Knopf, c1964 Posters
	Drawing cartoons to show benefits received from care of personal and community property	Children's experiences
THE STRENGTH OF A NATION DEPENDS ON THE RESOURCEFULNESS OF ITS PEOPLE.		
Human resources are developed through freedom to use individual initiative.	Viewing films to show how people have made contributions to society as a result of initiative and effort	FILMS: *Economics—It's Elementary,* Cahill, 1966 *Eli Whitney,* EBF, 1951 *Mr. Bell,* Chesapeake and Potomac Telephone Company *Thomas Edison,* McGraw, 1963 BOOKS: Robinson: *Atomic Energy,* Follett, c1959 Bassett: *Profiles and Portraits of American Presidents,* Golden Press, c1964
	Discussing ways the distribution of of family work has been changed owing to new inventions, labor-saving devices, frozen foods, and miracle fabrics	Children's experiences
	Listing job opportunities for workers of the future, discussing requirements, necessary training and education for each	Children's imaginations
Man's welfare is determined by the application of knowledge and skill in using natural resources.	Reading and reporting on ways man's lack of knowledge in the early days affected one's welfare, showing how improved conditions at later times resulted from inventions and discoveries	History textbook BOOKS: Judson: *Yankee Clippers The Story of Donald McKay,* Follett, c1965 Robinson: *Atomic Energy,* Follett, c1959

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Speare: ***Life In Colonial America,*** Random, c1963
	Developing an appreciation and understanding of the contributions of the Indians and early settlers to the survival of the first settlement in Virginia	Virginia history textbook BOOK: Barksdale: ***That Country Called Virginia,*** Random, c1963 MAGAZINE: ***Virginia Cavalcade***
Every individual has responsibility for contributing to the well-being of others.	Discussing communal living in early Virginia	Virginia history textbook
	Making a survey of fund raising campaigns that aid in the fighting of diseases	United Community Funds and Councils of America Community organization officers
	Listing of individuals and discussing outstanding contributions to the economic growth of the State and nation	BOOKS: Fanning: ***Fathers of Industries,*** Lippincott, c1962 Daugherty: ***Ten Brave Men,*** Lippincott, c1961
PEOPLE IN ALL PARTS OF THE WORLD ARE INTERDEPENDENT.		
Individuals, communities, regions, and nations are economically interdependent.	Reporting on leading imports and exports in Colonial Virginia and those of today	Virginia history textbook
	Comparing the influence of both France and England on early America's economy	Textbooks
	Viewing filmstrips to discover special problems that are related to one crop economy as experienced in the South	FILMSTRIP: ***King Cotton,*** Eye Gate, 1955
Achievements of the past improve ways of living in the present and in the future.	Viewing films on achievements of the past which influence living today and in the future	FILMS: ***Discovery of Radium,*** McGraw, 1956 ***Discovery of Anesthesia,*** McGraw, 1956

PRODUCTION OF GOODS AND SERVICES

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
PRODUCTION IS A SOURCE OF WEALTH AND THE MEANS OF SATISFYING NEEDS AND WANTS.		
Wealth is often measured in terms of goods produced.	Reading to develop understanding of how statistics dealing with Gross National Products are derived	Encyclopedias Textbooks World Almanac
Nature of goods produced and services rendered is determined by needs and wants of people.	Reporting on how popular demand influences the production of phonograph records or items of clothing	Radio, television and newspaper advertisements
Greater productivity results in a higher standard of living.	Working arithmetic problems to obtain a measure of standard of living when population and national or state income are known	Encyclopedias Arithmetic textbook FILM: *Our Changing Way of Life—Dairy Farmer, The* EBF, 1966
LABOR IS NECESSARY IN THE PRODUCTION OF GOODS AND SERVICES.		
All honest labor is dignified and respectable.	Reporting on activities of organizations or governments that aim to dignify work and workers	Magazines Newspapers FILM: *People of the Western Shore,* Churchill, 1966
Division of labor or specialization increases production.	Making reports on specialized labor needed to provide goods and services for modern living	BOOKS: Cooke: *How Automobiles Are Made,* Dodd, c1965 Cooke: *How Helicopters Are Made,* Dodd, c1961 Cooke: *The Enterprise, Greatest of the Flat-Tops,* Dodd, c1963 Simon: *The Story of Printing,* Harvey House, c1965 Williams: *Medicine from Microbes,* Messner, c1965
The nature of work changes over periods of time and with advances in technology.	Collecting pictures or making reports to show how technology has changed food preparation since early days at Jamestown	Encyclopedias BOOKS: Tunis: *Colonial Living,* World, c1957

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		Speare: *Life in Colonial America,* Random, c1963 Tunis: *Colonial Craftsmen,* World, c1965 Simon: *The Story of Printing,* Harvey House, c1965
PRODUCTION OF GOODS AND SERVICES IS INFLUENCED BY THE AVAILABILITY OF NATURAL RESOURCES.		
Producers constantly search for more effective ways to use natural resources.	Viewing the film to learn how the energy of uranium will be used	FILM: *The Petrified River: The Story of Uranium,* USBM, 1956 BOOK: Hill: *The New World of Wood,* Dodd, c1965
Areas of production frequently develop near locations of natural resources.	Constructing a world map showing the leading mineral deposits and the near-by urban areas which have developed	Maps Geography textbook
CAPITAL IS NECESSARY FOR THE PRODUCTION OF GOODS AND SERVICES.		
Capital for production is provided by individuals through savings invested in companies and institutions.	Reading selected articles from the financial section of the newspaper to develop understanding of stock quotations	Newspapers Arithmetic textbook
Capital purchases facilities for production.	Viewing film to become aware of the capital investment needed in order to catch and process fish	FILM: *Filleting and Packing of Fish,* U. S. Fish and Wildlife Service, 1956
Profit from production pays salaries of workers.	Reporting on how profit is divided among members of the fishing fleet	Arithmetic textbook
Some profit from production is reinvested to maintain, improve, or expand production and to develop new products.	Tracing major trade routes of the world and discussing the need for transportation companies to reinvest profits in new ships if services are maintained	Maps
MANAGEMENT DIRECTS ACTIVITIES NECESSARY FOR PRODUCTION.		
Management has the responsibility for making decisions which affect production.	Discussing film to show decisions which must be made in reforestation projects	FILM: *Pines From Seedlings,* State Dept. of Ed., 1950
Labor and management have responsibility to each other and to the public for maintaining production.	Discussing the difficulties that arise when importing and exporting of commodities is interrupted because of labor troubles	FILM: *Seaports of the Pacific Coast,* Coronet, 1958

PRODUCTION OF GOODS AND SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Reporting on the effects of current strikes on local economy	Local merchants Officials of trucking firms Newspapers
SCIENCE, RESEARCH AND AUTOMATION INFLUENCE THE PRODUCTION OF GOODS AND SERVICES.		
New and improved products are developed by government and industry through science and research.	Reporting on safety devices now available on automobiles, improvements in photographic equipment and innovations in food processing and packaging	Science textbook Magazines Newspapers Encyclopedias BOOKS: Hendrickson: *Winging Into Space,* Bobbs, c1965 Hyde: *The Men Behind the Astronauts,* Dodd, c1965
Mass production makes it possible for people to enjoy more goods at lower costs.	Viewing film to learn how England became the workshop of the world during the 19th century	FILM: *The Industrial Revolution in England,* EBF, 1961 BOOK: Seldin: *Automation: The Challenge of Men and Machines,* Putnam, c1965
Automated techniques release man power for other production or leisure activities.	Viewing films and discussing the advantages of machines and the effects of automation on production	FILMS: *What is Automation?* FA, 1966 *Pushbuttons and Problems,* SND, 1963 BOOKS: Lewis: *The New World of Computers,* Dodd, c1965 Spencer: *Keeping Ahead of Machines,* Putnam, c1965 Seldin: *Automation: The Challenge of Men and Machines,* Putnam, c1965
Increased leisure time creates the demand for new goods and services.	Writing stories about resources and products man uses in order to enjoy leisure time	Magazines FILM: *What Is Automation?* FA, 1966

DISTRIBUTION OF GOODS AND SERVICES

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION IS THE MEANS BY WHICH GOODS ARE MOVED FROM THE PRODUCER TO THE CONSUMER.		
Advertising creates demand for wide distribution of goods and services.	Collecting materials used to advertise points of interest in Virginia	Pictures Magazines Pamphlets Brochures
Many modes of transportation are used in moving raw materials to producers and finished products to wholesalers, retailers and consumers.	Reporting transportation and subsidiary services needed in moving raw materials to Virginia industries and finished products to national and world markets	History and geography textbook Encyclopedias
Modern transportation makes possible wide distribution of goods and services.	Reporting on part played by transportation as Virginia shifts from an agriculture to an industrial State	Resource people BOOKS: Harvey: *Monorails,* Putnam, c1965 Ress: *Signals and Satellites,* Creative, c1965
	Learning how the United States distributes food surpluses to needy people and nations in times of crises, such as: drought, famine, flood, and earthquake	Red Cross Newspapers News magazines BOOK: Lee: *The Wonderful World of Transportation,* Doubleday, c1960
Many means of communication facilitate distribution.	Preparing tables to show the effect of inventions during the past 300 years on the length of time needed for Virginians to send orders and receive goods from Europe	Encyclopedias FILM: *Communication Primer,* Univ. of Calif., 1954 BOOK: Schneider: *Your Telephone and How It Works,* McGraw, c1965
	Discussing with children the methods used by door-to-door salesmen	Retail Merchants Association Local Chamber of Commerce

DISTRIBUTION OF GOODS AND SERVICES

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
DISTRIBUTION PROVIDES A WIDE VARIETY OF EMPLOYMENT FOR MANY PEOPLE.		
Many people act as middlemen by performing services necessary to move goods from producer to consumer.	Conducting a panel discussion to show why it is necessary to have middlemen involved in distribution of goods and services	Language textbook BOOKS: Brown: *Port of Call,* Abelard, c1965 Lavine: *Famous Merchants,* Dodd, c1965 FILM: *Story of the Wholesale Market,* Churchill, 1965
Modern methods of distribution create new jobs and the need for additional services.	Interviewing managers of trucking firms or railroad officials to learn about jobs that people are employed in today that were not known ten years ago	Managers of plants and factories Community people BOOKS: Howard: *The Wagonmen,* Putnam, c1964 Wattenberg: *Busy Waterways,* Putnam, n.d. Holbrook: *The Golden Age of Railroads,* Random, c1960

CONSUMPTION OF GOODS AND UTILIZATION OF SERVICES

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
ALL INDIVIDUALS ARE CONSUMERS OF GOODS AND SERVICES.		
Consumption is the motive for production.	Making a survey to determine goods and services not available in the community ten years ago	Mail order catalogues Civic associations
	Visiting public utility offices to learn services that are provided and training needed by personnel	Public utility offices Town or county officials
The amount of money earned or credit available determines the individual's potential consumption of goods and services.	Debating the practice of buying on credit and the individual's responsibility of meeting financial obligations when credit terms have been arranged	Children's experiences Retail Merchants Association
Consumers have freedom to choose goods and services in a free economy.	Interviewing contractors to learn of conditions that determine choice in selection of building material for a housing development	Building contractor
	Listening to representatives from competitive businesses to learn to make wise choices of goods	Local business people
	Visiting a local supermarket and tracing one item, such as: a package of frozen peas from producer to consumer	Local grocery store
COMMODITY SUPPLY AND CONSUMER DEMAND DETERMINE PRICES IN A FREE ECONOMY.		
Supply and demand are affected by such factors as: climatic conditions, seasonal changes, fashions and holidays.	Comparing prices of cars before and after appearance of new models	Auto dealers
	Observing changes in costs of living over a period of time to learn the causes for the changes	Newspapers Newscasts Parents
An abundant supply of commodities or services tends to make prices lower and a limited supply tends to increase prices.	Interviewing merchants to determine why a limited supply of commodities increases price	Merchants
	Reading about and discussing effect of governmental controls on consumption of goods and services	Newspapers

MONEY

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
MONEY SERVES AS A CONVENIENT MEDIUM OF EXCHANGE.		
Trading or bartering is a way of exchanging goods and services without the use of money.	Setting up a trading post to show ways of exchanging goods without the use of money	Trading posts BOOK: Lee: *Money-Making Ideas for Free Time,* Grosset, c1963
Money pays for goods and services that people need and want.	Discussing reasons why money is paid for goods and services people need and want	Resource people
Money cannot buy everything that people need and want.	Writing imaginative stories showing times when money was not a solution to the problem	Children's experiences
MONEY HAS DIFFERENT NAMES, FORMS AND VALUES.		
Money has value in terms of goods purchased and services performed.	Planning a field trip to determine amount of money needed for necessary expenses: food, transportation, guide services and personal spending	Information from places to be visited Transportation personnel
	Solving problems about cost, selling price, profit and loss to learn why businesses grow or fail	Arithmetic textbook Businessmen
	Discussing why special services demand special fees: special delivery air mail and special handling postal fees, medical specialists' fees, physicians' night calls and mechanics' road service fees	Postman Doctors Mechanics Current magazines
Money is made of paper or metal for convenience.	Interviewing resource people to determine why money is made of paper or metal	Resource people Reference books
Money is legal tender when it is guaranteed by the government.	Discussing the development of the monetary system in the United States and Virginians who took part in its planning	History textbook Encyclopedias
Each metal coin and paper bill has a definite name and value.	Exhibiting coins and paper bills to show that each one has a definite name and value	Coins and paper bills
A check or money order may be used in place of money in purchasing goods and services.	Discussing the uses of checks and money orders	Checks and money orders
	Discussing films and filmstrips to understand ways a check is used in place of money	FILM: *The Story of a Check,* FA, 1966

MONEY

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
		FILMSTRIPS: *Money Goes to Work,* EBF, 1951 *New Ways to Use Money,* EBF, 1951
Money values change over periods of time and in different countries.	Solving problems in percent of increase and decrease to discover the extent to which prices vary over a period of time	Arithmetic textbook BOOK: Hine: *Money Round the World,* Harcourt, c1963
	Inviting businessmen to explain conditions which bring about change in prices	Grocers Dealers in fuel Beauticians
	Discussing historical events and developments which have affected value of money	History textbook
	Planning and conducting a classroom auction to gain insight into ways money value changes	Children's experiences
	Comparing price lists of staples over a period of time using catalogs, newspapers, radio and television announcements to show rise and fall in prices	Catalogs Magazines Newspapers Radio Television Parents
MONEY IS RECEIVED FOR WORK IN PRODUCING GOODS AND RENDERING SERVICES.		
The amount of money received varies according to skill and quality of work performed.	Reporting on reasons why the amount of money received varies for different kinds of work performed	Parents BOOK: Wilson: *The Green Mountain Toymakers,* McKay, c1965
All work requires education or training for skill development.	Listing and discussing work done in the area and state showing education or skill development required for each type of work	Resource people
Work requiring more education or greater skill development usually provides higher income.	Giving reasons why work requiring more education or greater skill development usually provides higher income	Parents

MONEY

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A BUDGET IS A PLAN FOR SPENDING AND SAVING INCOME.		
Budgeting apportions family income to meet needs, wants and emergencies.	Discussing films to show how a family financial plan is a part of money management	FILMS: *Personal Financial Planning,* SEF, 1961 *Wise Buying,* Coronet, 1951 BOOK: Bonham: *Challenge of the Prairie,* Bobbs, c1965
Budgeting money can help families and governments to live within incomes.	Preparing circle graphs to illustrate receipt and expenditure of funds of State and/or local budgets	Arithmetic textbook Annual report of comptroller
Savings should be a part of every family budget.	Conducting a panel discussion showing why savings should be a part of everyone's budget	Children's experiences Arithmetic textbook
Money earned and saved helps to provide financial security.	Reading about financially successful people to develop understanding that self denial, sacrifice and struggle are often needed to build financial security	BOOKS: Baker: *Nickels and Dimes: The Story of F. W. Woolworth,* Harcourt, c1954 Judson: *Andrew Carnegie,* Follett, c1964 FILMS: *Andrew Carnegie,* EBF, 1951 *Henry Ford,* McGraw, 1963
	Preparing reports on provisions made by the government for financial security of citizens	Newspapers Magazines BOOK: Lowenstein: *Money,* Watts, c1963
WISE SPENDING INCREASES THE PURCHASING POWER OF MONEY.		
Money is spent more wisely when the value of products and services is known.	Writing stories which show how wise spending depends upon the ability to judge values of products and services	Resource people

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
Quantity and quality are factors which determine cost of a product or service.	Discussing how both quantity and quality are important in setting the cost of a product or service	Parents
BANKS AND OTHER INSTITUTIONS PLAY IMPORTANT ROLES IN ECONOMIC LIFE.		
Banks are safe places to keep money.	Making a survey to determine how a local bank was first organized: directors, officers, operating capital and interest rate paid on saving	BOOK: O'Toole: *The New World of Banking,* Dodd, c1965 Bankers
	Preparing report on changes in bank organization and service since time of organization	Bankers
Banks pay interest for use of money.	Discussing ways a bank invests depositor's money in order to be able to pay interest	Virginia Bankers Association
Interest is paid to banks for use of money.	Discussing films to gain understanding of interest paid to banks for use of money	FILM: *Money In The Bank and Out* Churchill, 1965
Banks provide varied services.	Interviewing banker to learn changes made by technology in banking procedures	Bankers BOOK: Moody: *Wells Fargo,* Houghton, c1961

TAXES

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
A PORTION OF ALL INCOME IS PAID TO THE GOVERNMENT IN TAXES.		
Public revenue comes from personal and corporation income taxes, excise, sales, employment (social security) and property taxes.	Checking Amendment 16 of the United States Constitution to determine the authority for the federal income tax levy	Constitution of United States
	Interviewing county treasurer to learn amounts of local revenue from various sources	County treasurer
	Comparing amount a family pays in sales tax over a period of time with the tax rate allowed by the government for tax deduction to understand one source of public revenue	Sales slips Income tax tables
	Identifying tax-free institutions and discussing reasons for exemptions	History textbook Section 183 of State Constitution
Taxes are necessary to support county, city, state and federal governments.	Solving problems to determine local tax rate, given assessed valuation and budgetary needs	Arithmetic textbook Local newspaper Tax office records
Payment of taxes to support government is a responsibility of all people.	Identifying goods and services provided by the school that require tax payers' money	Resource persons
People benefit from taxes paid.	Conducting a panel discussion to show values received through local, State and federal taxes	History textbook Town, county, State and federal officials
	Using per capita cost of instruction to compute cost of public education for a family and to estimate the total cost of public school education for each child	BOOK: Cooke: *Your Treasury Department,* Norton, c1964
	Discussing books and films to show services provided to the individual by tax funds	FILM: *Your State Budget,* State Dept. of Ed., 1954
TAXES PAY FOR PUBLIC FACILITIES AND FOR SERVICES PERFORMED BETTER BY AGENCIES THAN BY INDIVIDUALS.		
Such facilities as schools, highways and parks belong to all citizens.	Engaging in a panel discussion on facilities belonging to all citizens which are paid for through taxes	Principal State highway officials State park officials
Protection and care of public property help to save tax money to provide more and better services and facilities.	Collecting information on the annual cost of keeping streets and highways free from litter	Offices of regional and State highway officials Newspapers

FREE ENTERPRISE ECONOMY

Grade 7

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
THE AMERICAN ECONOMY IS BASED ON FREE ENTERPRISE.		
People have the right to own property.	Discussing types of property people have a right to own	Amendment IV—Constitution of the United States FILM: *Sharing Economic Risks,* ILI BOOKS: Sobol: *Stocks and Bonds,* Watts, c1963 Arnold: ***Money: Make It, Spend It, Save It,*** Holiday House, c1962
	Reporting on the different types of ownership: single proprietorships, partnerships, corporations and cooperatives	Resource people
	Visiting local officials in effort to understand provisions made by government and controls exercised by government to protect rights of property owner	Local officials BOOK: Munzer: *Planning Our Town,* Random, c1964
People have the right to exercise freedom of choice.	Operating a job placement agency to help parents and others in the selection of needed services: baby sitters and grass cutters	Parents
	Discussing the importance of everyone being gainfully employed for the well-being of society	Parents
	Interviewing resource people to become acquainted with the necessary training and skills before choosing an occupation	Resource people BOOK: Munzer: *Unusual Careers,* Random, c1964
People compete in providing goods and services.	Listing and discussing ways a merchant meets competition: volume buying and selling, eliminating the functions of middlemen and decreasing the amount paid for wages by introducing automated techniques	Retail Merchants Association BOOK: Merrill: *The Pushcart War,* William R. Scott, c1964
	Dramatizing situations which might arise between managers of competitive businesses: highlighting honesty, integrity and sincerity among people	Children's experiences Local businessmen

FREE ENTERPRISE ECONOMY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
People have the right to make a profit.	Working problems to show how a merchant determines the selling price of articles when the cost and percentage of overhead and profit are known	Arithmetic textbook
	Working problems to determine percentage of profit and overhead when cost and selling price are known	Arithmetic textbook
	Interviewing merchants to determine how each arrives at the percentage of margin allowed on the selling price of an article	Merchants BOOKS FOR TEACHER: Trenton: *Basic Economics,* Appleton, c1964 Smith: *Economics for Our Times,* McGraw, c1963
FREE ENTERPRISE ECONOMY OPERATES THROUGH INTERACTION OF INDIVIDUALS, ORGANIZATIONS AND GOVERNMENTS.		
Effective interaction of individuals, organizations and governments depends on freedom and an informed citizenry.	Collecting magazine and newspaper articles that emphasize the need for education as a basis for economic development	Magazines Newspapers BOOKS: O'Donovan: *The United States,* Silver, c1965 McCabe: *How Schools Aid Democracy,* Benefic, c1964 Hirschfeld: *Four Cents An Acre,* Messner, c1965
	Reporting on the objectives and activities of the United Nations	BOOK: Galt: *How The United Nations Works,* Crowell, c1964
Individuals influence the economy of the country as they consume goods and services and as they exercise the right to vote.	Presenting a play to show the relation of Thomas Jefferson's taste for French ice cream to the present economy of Virginia	Encyclopedia Textbooks and biographies of Thomas Jefferson
Various groups influence the economy as common interests are expressed.	Discussing the relation of organized effort to the economy of the Virginia Colony in such cases as "The Parson's Cause" and "The Two-Penny Act"	History textbook

FREE ENTERPRISE ECONOMY

Economic Understandings	*Suggested Learning Experiences*	*Suggested Resources*
	Reporting on how a problem involving the use of the Potomac River led to the writing of the Constitution of the United States	History textbook
	Reporting on activities of civic organizations to show effect on business in Virginia	History, geography and government textbook Brochures from various service clubs
FREE ENTERPRISE ECONOMY SEEKS TO PROVIDE A HIGHER STANDARD OF LIVING FOR ALL PEOPLE.		
Work offers people the opportunity to earn an income which makes possible a higher standard of living.	Surveying types of occupations in Virginia, work requirements and pay scales to determine the standard of living possible for each	Guidance and vocational departments
Education and the development of skills contribute to a higher standard of living.	Viewing films to learn about careers in health and the education and training necessary for each	FILM: *Health Careers,* NHC, 1956
Better products make for improved health and safety conditions, efficient work, released time for leisure and lower maintenance costs.	Engaging in library research to report improvements in health and safety which have been brought about as a result of new products and inventions	Health textbook Encyclopedias
	Discussing how lower production costs and increased leisure time are possible as a result of the invention of labor-saving machines	Resource people
Credit buying makes possible a higher standard of living by enabling people to obtain goods and services on the basis of a promise to pay.	Discussing merits of credit buying and charge accounts from the standpoint of both the individual and business	FILM: *The Wise Use of Credit,* SEF, 1961 Arithmetic textbook

SUGGESTED LIST OF PROFESSIONAL BOOKS

American Council of Learned Societies and the National Council for the Social Studies. *The Social Studies and the Social Sciences.* Harcourt, Brace and World, Inc., New York. 1962.

Heilbroner, Robert L. *The Worldly Philosophers.* Simon, 1961.

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Loucks, William N. *Comparative Economic Systems.* Harper Brothers, New York, 1961.

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Norris, Willa. *Occupational Information in the Elementary School.* Science Research Associates, 1963.

Preston, Ralph C. *Teaching Social Studies in the Elementary School.* (Revised). Rinehart & Company, Inc., New York, N. Y., 1959.

Ragan and McAulay. *Social Studies for Today's Children.* Appleton-Century Crofts, New York, 1964.

Smith, Augustus. *Economics for Our Times.* McGraw-Hill (Webster Division), New York, 1963.

Trenton, Rudolph. *Basic Economics.* Appleton-Century Cofts, Inc., New York, 1964.